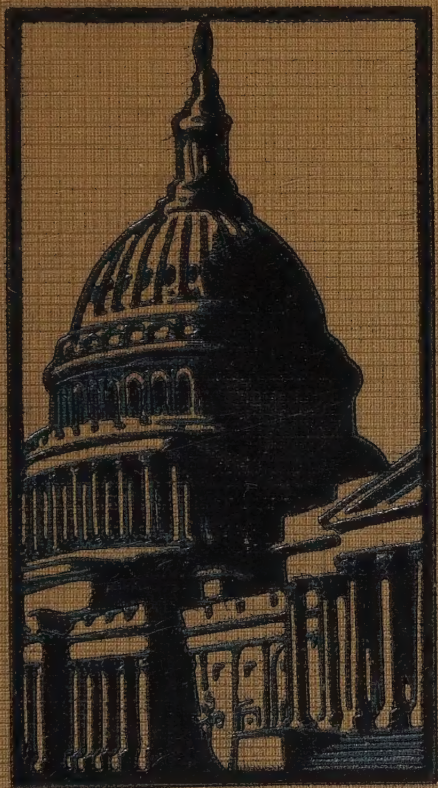


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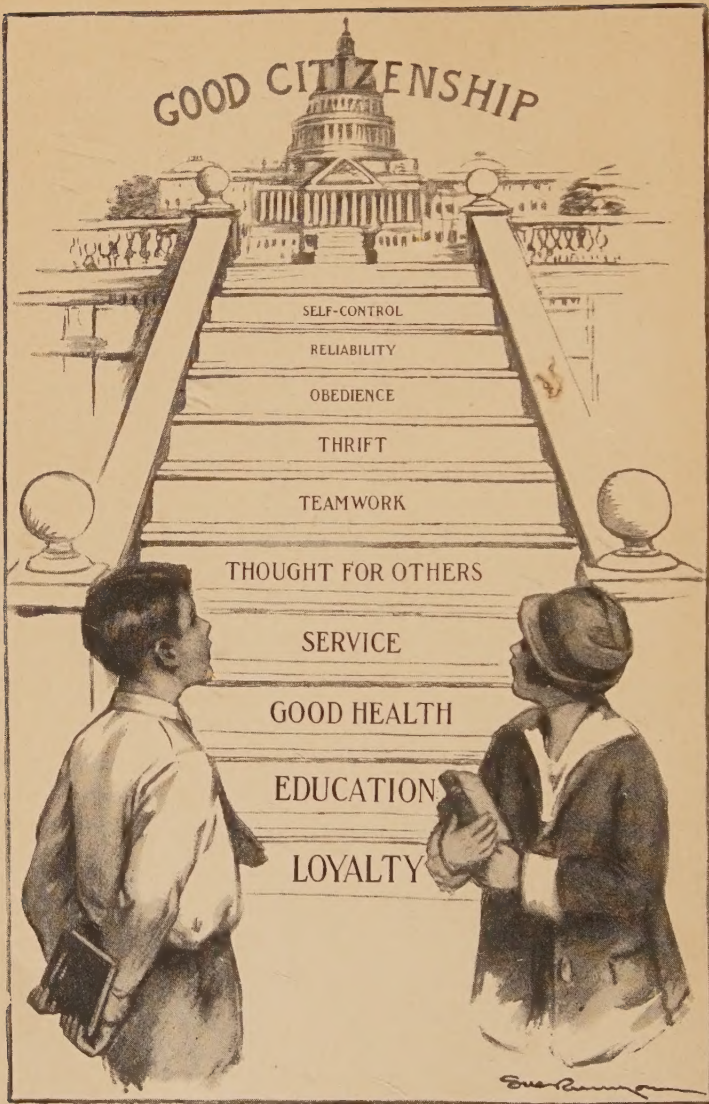
GUIDEPOSTS TO CITIZENSHIP



•FINCH•

To Scott from
Grandma.

GOOD CITIZENSHIP



SELF-CONTROL

RELIABILITY

OBEDIENCE

THRIFT

TEAMWORK

THOUGHT FOR OTHERS

SERVICE

GOOD HEALTH

EDUCATION

LOYALTY

Everett Ruessell

GUIDEPOSTS TO CITIZENSHIP

BY

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ROCHESTER, NEW YORK



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BOSTON

ATLANTA

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FINCH GUIDEPOSTS TO CITIZENSHIP

W.P. 6

MADE IN U.S.A.

FOREWORD

ONE of the objects of this book is to provide a series of experiences related to civic attitudes and activities in such a way that they will stimulate children to think and so enable them to profit by the experience of others.

Real situations clearly within the child's grasp are set up; for example, bringing good cheer to a sick playmate, helping in school and at home — all with the suggestion that the good citizen is one who does things, not one who merely thinks or talks about doing them.

It is hoped that this book, while reducing to a minimum *self-conscious* goodness, will cultivate the power to face real situations thoughtfully; to form clear and accurate judgments of desirable behavior; and to attain, in a gradually increasing degree, conscious self-control. It provides for training in citizenship activities in that broad sense which includes character education. It stimulates effort along many lines, keeping in mind usefulness to the community as the ultimate goal.

As perseverance, self-control, courtesy, thrift, honesty, and other virtues may be used for selfish ends, an effort has been made to set up worthy ideals for their exercise. Boys and girls, from their kindergarten days, have been developing the common virtues. The time ought to come in their school life when they shall be shown the relation of these virtues to their activities as

members of the community. There is no better way of doing this than through the work in citizenship training which has become a definite part of the school program. Here is an opportunity to create a right attitude toward civic duties and make good citizenship a habit, to present facts and ideals to the impressionable young mind in a way that should develop a generation of American citizens who will be quite as conscious of their obligations as they are of their rights and privileges.

Principals and teachers are now called upon to deal with the diagnosis and treatment of various types of child behavior as effectively as with the commonly recognized subjects of the curriculum. They are expected to use courses of study for developing suitable ideals and attitudes, and then to use all the activities of the school as a means of expressing these ideals and attitudes. It is unreasonable to expect them to do all this, however, unless some material having a definite relation to school activities as well as to the character ideals that we wish to set up, is provided for them — material such as is contained in this book.

For permission to use stories and poems first printed elsewhere, grateful acknowledgment is made to the writers and publishers named in connection with them.

Especially grateful acknowledgment and sincere appreciation are extended to Margaret Eggleston (Owen), author of *Around the Camp Fire with the Older Boys*, and other books, and an expert in story telling as an aid in character building. Her belief in the possibilities of citizenship training, and her profound interest in boys and girls, led her to contribute generously to the making of this book.

TO THE TEACHER

You will render the greatest service to the boys and girls in their use of this book by planning the work so that an opportunity is provided to discuss the themes presented in the light of the children's experiences. Encourage them to tell things that have happened in their own lives, stating how they were like or different from incidents given in the various chapters.

Silent study periods, during which the pupils are guided by problems or questions, will prove an effective way to stimulate their thinking and to prepare them for class discussions. Suggestive material for this work is found at the close of each chapter. This material is not intended for review work, but is to be used by the teacher to stimulate individual thinking as each topic in the several chapters is developed. These suggestions should be studied by the teacher before any work on the chapter is assigned to the pupils.

By finding ways in which the pupils can express themselves along lines of action which coincide with their thinking, you will greatly increase the chance of making these ideals affect their daily conduct.

The essential aim in all this work is neither to impart information nor to preach sermons; but rather to aid in building up a set of right ideals and wholesome attitudes.

We need to be frequently reminded that habits of

thought, feeling, and action may be initiated by precept, by concrete illustration, and by personal example; but they can be fixed only by the repeated acts of the individual. It is the action that counts, for we gain power to respond in a way that is desirable through the habits of right acting which we have developed. Lesson material, therefore, which is most worth while must not only provoke discussion; it must also suggest opportunity for action.

Real appreciation for right living, together with a sense of personal responsibility, is something that develops slowly. If it is forced, it becomes artificial and meaningless. The wise teacher will not attempt to hasten the process unduly. In this more than in many phases of our work much will depend upon the experience, association, and environment of the individual pupil. Character or citizenship education must always be quite largely a personal matter.

Children object to being "lectured," but they will gladly work together under the guidance of the teacher for an objective that appeals to them. The following chapters furnish material that gives the teacher an opportunity to present such objectives, and to keep constantly before the pupils the desirability of trying to be America's best citizens.

TABLE OF CONTENTS

CHAPTER	PAGE
I. OUR AMERICA	I
II. NATIONAL AND STATE HOLIDAYS	12
III. GETTING AN EDUCATION	27
IV. WORTHY USE OF LEISURE	42
V. KEEPING WELL	54
VI. CHEERFULNESS	67
VII. SELF-CONTROL AND CITIZENSHIP	77
VIII. THE LAW OF KINDNESS	90
IX. THE MEANING OF TEAMWORK	109
X. FAIR PLAY	119
XI. SEEING BOTH SIDES	129
XII. BEING RELIABLE	144
XIII. SAFETY FIRST	158
XIV. THE VALUE AND PRACTICE OF THRIFT	174
XV. THE RIGHT OF OWNERSHIP	191
XVI. RULES, ORDINANCES, AND LAWS	204
XVII. LEADERS AND LEADERSHIP	222
XVIII. THE LAW OF LOYALTY	230
XIX. CITIZENSHIP AND SERVICE	243
XX. BUILDERS AND MAKERS	260
APPENDIX. THE CODE OF A GOOD AMERICAN	272



Face

The words "E pluribus Unum" on the front of the seal mean "From the many the one." This is descriptive of our country — one nation composed of many states.

What year is given in Roman numerals at the base of the pyramid? Why is there a date at the bottom of the pyramid, but none at the top?



Reverse

GREAT SEAL OF THE UNITED STATES

In early days the seals used by nations were stamped upon wax. The wax seal was then covered with gold and suspended by ribbon from the document to which it was attached. Yankee ingenuity, however, found a more practical way. A metal stamp, or die, was made and used to stamp directly on state papers. Thus only one side of our Great Seal was used, and the other was soon forgotten. More than one hundred and twenty-five years after the adoption of the seal the original design was discovered in the government archives at Washington, and a die was made from the reverse side for the use of a national organization interested in encouraging American citizenship.

GUIDEPOSTS TO CITIZENSHIP

CHAPTER I

OUR AMERICA

It was half past two on the afternoon of July 4, 1776. The Continental Congress was still in session. The delegates from each of the thirteen original states had agreed to the Declaration of Independence. Thus, they had taken the first step in making the English colonies in America free and independent states.

It was an exciting time. Each member was eager to suggest something which would show that a new nation had been born. After much discussion it was agreed that a committee of three should be appointed to see what could be done about making a national coat of arms. This task was given to Benjamin Franklin, Thomas Jefferson, and John Adams.

The Message of the Seal

The work of this committee at last resulted in a design which was approved and adopted by Congress as the Great Seal of the United States.

The central symbol of one side of this seal represents an unfinished pyramid. Why do you suppose it was left incomplete? There was a very good reason. The pyramid stands for our government, which is called a democracy. The men who started the government

wanted to suggest to all future citizens that it was their task to go on with the work which the founders had so nobly begun. Each generation must build its part.

The motto under the pyramid indicates how clearly our forefathers understood that they were establishing a new order of things. To them the task was full of danger and very difficult. If they failed, they would be treated as traitors and would probably be shot or hanged. Yet they did not waver.

At the top of the seal appears the symbol of the all-seeing eye of God. Over it are the Latin words that express the hope that God will favor the new undertaking. Thus a new nation "conceived in liberty and dedicated to the proposition that all men are created equal" had its beginning.

Our Heritage

The men who founded our government did their work well. Loyal American citizens have preserved and added to what the founders of our government so firmly established. What shall we do about it? Shall we strive to prepare ourselves to meet the duties that will come to us? Will future citizens of America look back upon our deeds and feel that we did our part well?

These are questions which the boys and girls of to-day must answer without hesitation or faltering. If the America of the future is to fulfill the dreams of the early patriots, every one must do his part. Brave men and women gave their lives, their fortunes, their all, that we might enjoy the priceless gift of a government

established upon the principles of freedom, equality, justice, and humanity. If we remember their brave deeds and countless sacrifices, we will try harder to do our part to preserve all that has been placed in our care.

A wonderful plan of self-government was not the only thing our forefathers handed on to us. They left us many fine national ideals which every loyal American should strive to uphold; ideals of honest endeavor, of ceaseless industry, of untiring perseverance, of unselfish service to the country they loved and longed to pass on to their descendants enlarged and enriched.

As Lyman Abbott, a distinguished American author, journalist, and preacher, has well said, "A nation is made great, not by its fruitful acres, but by the men who cultivate them; not by its great forests, but by the



JUSTICE

As represented by a modern artist in a wall painting in the Criminal Court Building, New York.

men who use them; not by its mines, but by the men who work in them; not by its railroads, but by the men who build and run them. America was a great land when Columbus discovered it; Americans have made of it a great nation."

We honor and love men like Washington, Lincoln, and Roosevelt, because we believe their efforts for the public good were the result of their high ideals of honor and truth, their loyalty to the best interests of the country, and their desire to serve their fellow men.

How can one become a worth-while American? Each of the chapters in this book will help us answer this question; but let us begin with a few simple incidents such as are happening every day.

A Contrast

Bob stood looking intently at the partly completed bridge which was to span the stream that ran through the town and furnished power for its paper mills. He had followed the progress of the workmen with enthusiasm, as building of any kind always interested him.

"How is the bridge getting on, Bob? I don't believe they could finish it without your help. I've seen you here every day since the work began," teasingly remarked George Washington Jones, a good-natured boy who was a clumsy but eager member of the village ball team.

Bob turned from his inspection of the morning's work and said, "Keeping tabs on me again are you, George? Well, that's what makes you a good member of our team. You always know where the boys are when the call goes out for a game. This is a fine

bridge, George. We needed a good one. Come have a look."

As the two boys stood talking together, a third boy approached. "Tricky," as he was nicknamed by the boys, had a reputation for taking an unfair advantage of others whenever he had a chance.

Near the place where the boys were standing, the workmen were eating their lunch. They had just completed the cleaning-up process and had thrown into a heap the rejected bits of hot steel. None of these pieces of steel was red hot; but, while they looked harmless, they were still hot enough to give a serious burn.

When Tricky saw the men throw the steel into the pile, he began to plan one of his practical jokes. He waited until he saw the foreman talking with Bob. Then he slid around to the side of the unsuspecting George and said, "I dare you to lift one of those pieces of steel. You're not strong enough, probably; but let's see how much muscle you have, anyhow."

George Washington's pride was aroused by the taunting tone of Tricky, and he started toward the hot steel, hoping to prove his strength.

Just as he was about to lift one of the largest pieces he heard Bob shout, "Wait a moment, George; don't touch that steel on your life. I'll show you why Tricky wants you to prove how strong you are."

While George hesitated, Bob seized a pail and threw some water on the pile. The sizzling steel told its own story.

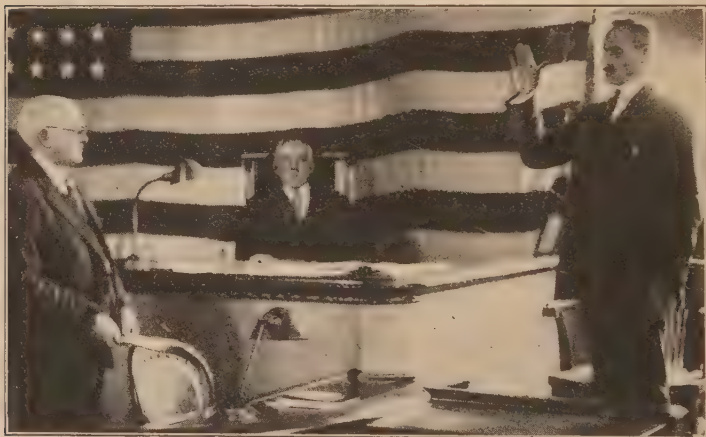
The workmen muttered protests and glared at the rapidly retreating Tricky. One of them, pointing to

Bob, exclaimed, "There's a fine lad. He saved his friend from a bad burn. He is a good American boy."

George, too, realized what had happened and turned to thank Bob for what he had done.

"Oh, that's all right," said Bob. "It was only one of Tricky's jokes."

Bob would not hurt any one weaker than himself, nor allow any one else to do so. He was what the workmen called him, a good American.



AN ALIEN TAKING THE OATH OF ALLEGIANCE

An Adopted Citizen

The Naturalization Court was in session. One after another, men of foreign birth had risen as their names were called, and walked to the platform at the front of the court room. The judge had asked them many questions about our Constitution and our form of government in city, state, and nation. He wanted to be sure they would make intelligent citizens and would

be loyal to the United States. Then, as one of the court officials had read the oath of allegiance, the men had held up their right hands to show that they promised to be loyal to the United States of America and agreed to support and defend the Constitution and laws of the United States against all enemies.

These men had been studying for many weeks in the citizenship classes of the evening schools. The pleased expression on their faces showed how glad they were to have gained the end for which they had worked so hard.

Now they were citizens of this wonderful land of freedom. They could have a voice in making the laws; and on election day they could go to the polls and vote for the men whom they desired to have elected to office.

At last the name of Peter Zelotsky was called. A hush fell upon those assembled in the court room, for Peter was a cripple who was well known in the community. He was always accompanied by his little daughter, Mary, a child about ten years old. Every one who knew Peter was also Mary's friend, for she was a friendly little soul who carried good cheer wherever she went. When she needed help in caring for her father, she never had to ask for it. She would simply glance at a passer-by with an appeal in her dark brown eyes and a merry toss of her yellow curls. The stranger was sure to stop and ask what he could do to help her.

Mary now answered her father's appealing look with a smile of cheer. The judge took in the situation at a glance. "Peter," he said kindly, "stand just where

you are. The only thing necessary is for you to raise your right hand while the clerk reads the oath."

Peter's crutches fairly jumped under his arms, so quickly did he seize them; and, by their aid, he stood as erect as possible. In a firm, clear voice he replied, "Thank you, your Honor; I can walk to the platform. I want to do everything any one else has to do in order to be a good American citizen."

Peter was right. Every loyal American should be willing to do the hard things as well as the easy ones.

Answers to an Important Question

What does America mean to you? This was the question that a visitor put to a class of boys and girls who had the reputation of being one of the best groups in the school. They were not only much interested in the study of history and civics, but had shown in many ways their belief in the kind of citizenship that works every day. They believed good citizenship meant doing well all that needs to be done, whether it is in the classroom, on the playground, or at home.

The teacher suggested that the children be allowed to write their answers so that each one could have time to think out his reply. The visitor consented and the class set about the task with great enthusiasm.

Eleanor wrote, "I think that American boys and girls should be very happy to live in a country that ranks first in so many things." She had recently been reading about our great supply of natural resources, oil, coal, iron, and copper, and our great crops of corn, cotton, and other things. These resources have made the United States the richest country in the world.



Government agents collecting young fish for fish hatcheries; Mining anthracite coal; Young trees representing a future forest; Niagara Falls, which furnish light and power to towns many miles away.



FOUR TYPES OF AMERICAN NATURAL RESOURCES

From her geography she had learned that this country has nearly half the railroad mileage of the entire world, that it controls almost three fourths of the telephone equipment of the globe, and that Americans own nine out of every ten automobiles used.

Walter said, "When I read the history of my country, it makes me feel glad that I am an American. I think that every one should help to keep the United States at the top."

Others told of their pride in the men who struggled to make America what it is; of their gratitude for opportunities to get an education; and of the advantages this country offers because of the many different lines of occupation which are open to its citizens.

One of the most interesting things brought out by the answers to this question was the suggestion that we ought to make some return for the benefits that we daily enjoy. One student said, "It means that I should get the best education possible so that I may be able to serve my country in any way that she needs me."

These boys and girls have begun to realize what America has done for them, and they are making excellent progress in good citizenship. They will always be alert to find ways in which they can be of service and so prove by their deeds that they appreciate the value and meaning of citizenship in this great country of ours.

A Challenge

Our forefathers did their part well when they laid the foundation of our government. The men and women who helped to make America what it is have built

well upon this foundation; but it remains for the boys and girls of to-day, who will be the grown-up citizens of to-morrow, to carry on the great work.

Because of the rapid growth in our population, the changes brought about by the world's progress, and our increasing interest in the affairs of other nations, there will be many problems for the coming generations to solve. If they solve them wisely, they will contribute their share to the building of a great nation.

Will you help build the pyramid? What is your answer to this challenge of an unfinished task?

Things to Think About and Things to Do

1. Look up (in *Everyday Civics*, pp. 181-186, or in some other book) the story of the making of the Declaration of Independence.

2. Get a notary public in your community to explain the use of an official seal.

3. Make a drawing of a pyramid and label the stones to indicate some of the things for which the founders of our government wished it to stand.

4. Make a list of good reasons why Americans should know as much about the history of their country as possible.

5. Make a list of the great Americans about whom you have read or heard something. Write after each name an important thing that each man has done.

6. Why is a practical joke objectionable?

7. Why do you think that Peter Zelotsky would make a good citizen?

8. Write your answer to the question, "What does America mean to you?"

9. Compare the present population of the United States with the number we had when the first census was taken.

10. Make a list of some of the recent inventions that have brought world progress.

CHAPTER II

NATIONAL AND STATE HOLIDAYS

A Pile of Stones

HAVE you ever thought that there was a time when there were no books? If you wanted to know something about things that happened a long time before you were born, how would you like to have to wait until some grown-up had the time to tell you the story? Then the story might be told in words that you could hardly understand and there would be no pictures to make it interesting. Yet this was the way boys and girls had to learn history many years ago.



STONEHENGE, ENGLAND

It is generally believed that these huge stones, erected by early Britons as a kind of temple, also served as a monument to their dead heroes.

From the beginning of the world's history it has been the desire of the people in every country to have their children know something about the deeds of the great men of their nation. One of the earliest ways in which men sought to bring these important events to

the minds of their children was to erect a huge pile of stones at the spot where some great event had taken place. They said, "When our children see these stones they will ask what they mean, and some one will tell them the story. Thus will they come to understand what their fathers and grandfathers and those who lived before them have done to make their country great."

They could not carve any words on these stones because they did not know how to print or to write, but they knew boys and girls. They understood how natural it was for children to ask questions and so they were sure that the story would be passed on to each new generation.

Modern Memorials

We still have in mind a similar idea when we build great memorials like the Lincoln Memorial at Washington, when we erect monuments such as you find in



THE LINCOLN MEMORIAL, WASHINGTON, D. C.

Designed by Henry Bacon. Inside this beautiful building is an heroic statue of Lincoln, also a tablet giving his Gettysburg address.

nearly every community in memory of the men who fought in the Civil War, and when we place bronze tablets as markers so that great events shall not be forgotten.

Are you familiar with all the memory awakeners of this kind in and about your community? Can you tell the story connected with them? A knowledge of the interesting facts about the locality in which one lives is a helpful step in good citizenship. We no longer have to wait for some old man of the tribe to tell us what happened a long time ago because we can read for ourselves and so learn much about the story of the past.

An American Way

In our country we have another very important way of calling the attention of the people to some of the great events of our past history. We seek to do this through our national and state holidays. Too often people think of these days merely as giving an opportunity to have a good time, to go somewhere, or to do something different.

Patriotic societies, however, in all parts of the country are making an effort to help us celebrate these occasions in a way that will recall the events and impress upon our minds important truths associated with them. Our schools also provide interesting programs and have a large share in helping us keep in mind what has happened.

Columbus Day

On October twelfth of each year we celebrate the discovery of America by Columbus. We call to mind

some of the things we owe to a great man who was not afraid to do what he thought was right even though his friends and neighbors made fun of him.

As a boy he did his part at home, for we are told that he helped his father comb the wool that was later to be woven into cloth.

When his work was done, he would take a walk around the wharves, climb over the vessels, and listen to the stories told by the sailors. He not only listened with delight to the tales of strange adventure on distant seas and in far-off lands, but he thought much about all these things. He was a careful observer and the lessons of his early life proved a great help when the time came to make his wonderful voyage.



THE BOY COLUMBUS

As he grew older, Columbus learned to laugh at the queer ideas of his time. One of these ideas was that if one sailed very far he would fall off the edge of the earth, which was believed to be flat. Some believed, too, that there were huge sea monsters that would devour sailors and even whole ships that ventured too far from land.

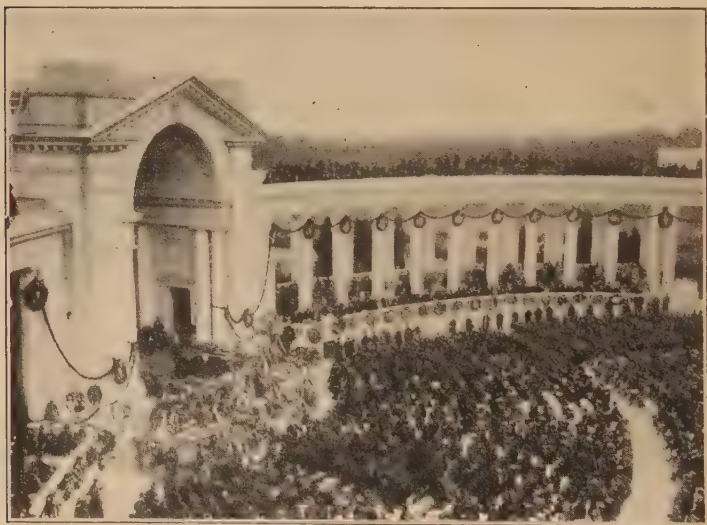
Columbus was persevering enough to sail on until he

found land, even though his sailors threatened to throw him overboard. He was so anxious to serve his fellow men that he never stopped to think of himself.

Although he was not considered a great man by the people of his own day, millions of Americans are glad to remember his services to the world by making his birthday one of the holidays that we celebrate.

November Days

The eleventh day of the eleventh month in the year might almost be called a world holiday. In common with many other nations we call to mind the brave deeds and splendid sacrifices of American soldiers who went across the sea to help in protecting the rights of nations.



HONORING AMERICA'S UNKNOWN SOLDIER

Memorial service for the unknown soldier who was buried in the Arlington Cemetery in memory of all the American soldiers who died in the World War.

It is a day of reverence, since we remember those who made the supreme sacrifice by giving their lives in a great cause. It is a day of rejoicing, because a great World War was brought to its close and people in all parts of the world began to make plans for a lasting peace.

Armistice Day will always have a special meaning for Americans because it reminds us of the time when we helped to extend to other peoples the principles of justice, freedom, and democracy. It should always be a day when we resolve anew to uphold and defend the Constitution; to keep ever in mind our individual obligations to community, state, and nation; and to do all in our power to promote peace and good will in the world.

November also brings Thanksgiving Day. Both the President and the governors of the several states make proclamations calling upon the people to lay aside their work and thank God for what he has done for them, as citizens of this great nation. It is natural that we should all think of turkey and a good dinner on this day, for feasting was a part of the celebration originally planned by the Pilgrims and Puritans. These early settlers did not forget their neighbors, the Indians, for they wanted everybody to be happy on Thanksgiving Day.

Boys and girls cannot always go out and invite others to their homes on this day, but in many schools each child brings something that will help make a good dinner. With the assistance of teachers these good things are attractively arranged in baskets and carried to homes where they will bring joy to some family on

this national holiday. Deeds speak louder than words, and this is a very practical way of showing our gratitude. After all, the citizen who really counts is the one who shows his love for his country by what he does rather than by what he says.

Washington and Lincoln

February, the shortest month in the year, has two great holidays. Both Lincoln and Washington were born in this month. How different were the boyhood opportunities of these two men and yet how encouraging! It was neither plenty on the one hand nor poverty on the other that made these men great. They both had the chance that America offers. Each worked hard and made the best of his opportunities.

Both were honest under all circumstances even though at personal cost. As a boy, Washington was often called upon by his schoolmates to settle disputes because he was considered so just and fair. Later in life, as the owner of large southern plantations, he was a just and fair master to his slaves. He packed tobacco and flour and shipped them to foreign parts; and we are told that the government agents did not even inspect the flour because the name of Washington on a barrel was enough to convince them that it was all right. We shall never fail to enjoy reading about Lincoln's high ideals, whether it is the story of his experience with the borrowed book or his long walk to return change to a customer. As boy and man he was square and honest in all his dealings.

Both Washington and Lincoln excelled in sports of various kinds, and they always insisted on fair play.

Washington could throw a stone higher, jump further, and run faster than any other boy in the school. Many interesting stories are told of Lincoln's strength and of his skill as a wrestler.

Perhaps Washington showed his greatest courage during the long hard winter at Valley Forge. It was the most terrible winter during the war for our independence, known as the Revolution. The soldiers lacked clothing and blankets to keep them warm, as well as food to keep them alive. Washington never despaired. He kept up the spirits of his men. His faith never wavered. One cold winter day he was



GENERAL WASHINGTON PRAYING

found alone in the woods praying to God for the final triumph of the great cause for which the brave patriots were fighting. It was his brave spirit, splendid courage, and wise leadership that brought success to our cause and gave us our independence as a nation.

Neither Washington nor Lincoln could ever bear to see an act of injustice done to any one. When a young man, Lincoln saw some slaves badly treated. Then and there, he made up his mind to do something for these unfortunate people as soon as he had the opportunity. The time came when he was President and the country was in the midst of a great war. He fearlessly carried out his resolution, in spite of great opposition, by issuing the Emancipation Proclamation that set free millions of slaves.

Perhaps there is no American who makes a stronger appeal both to the people of our own nation and to the men and women who come to our country from lands across the sea than Abraham Lincoln. In the last chapter you will read about his part in preserving the Union. You have all seen a Lincoln penny and will be interested to know that the man who made the design for that coin was of foreign birth and felt that he was paying a real tribute to this great man whom he had learned to love. Lincoln has been called a "brother to all the world." He may well be looked upon as an ideal American.

Patriot's Day

Children who live in Massachusetts always look forward to Patriot's Day, which comes on the nineteenth of April. The celebration of this day helps

them remember that morning in early spring when little groups of men gathered on the Green at Lexington and near the bridge at Concord and "fired the shot heard round the world." Thousands of Americans visit these historic spots every year and call to mind the deeds of the early minutemen who helped to make possible our United States of America.

Memorial Day

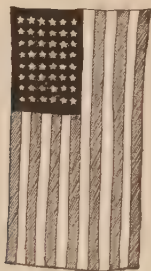
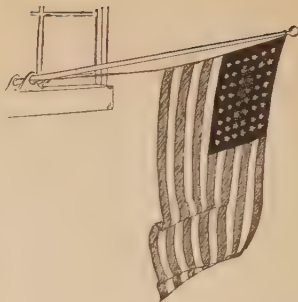
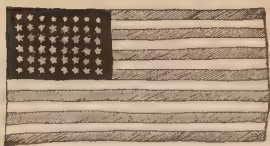
On Memorial Day we especially remember the men who fought and died in the Civil War and in the other wars of our country. Boys and girls are being given an increasingly large share in the celebration of this day. They help buy flowers to decorate the graves of the men who had a noble part in making America great. They

go in groups under competent leaders to place the flowers beside the flag that marks the place where each soldier lies. They are given a share in public programs arranged for the people of the community. In these and in many other ways they are being trained for the Memorial Days of the future. Only those who



THE MINUTEMAN

Statue on the Green at Lexington.



ALWAYS DISPLAY YOUR COUNTRY'S FLAG PROPERLY

Upper left and center: when a flag is displayed against a wall, whether vertically or horizontally, the union should be at the left. Upper right: when the flag is displayed from a staff projecting horizontally or at an angle, the union of the flag should be at the head of the staff. Lower left: on Memorial Day the flag should be displayed at half-mast from sunrise until noon. Lower right: flag at full staff.

have learned what this day really means will be prepared to carry on its sacred observance.

Flag Day

The fourteenth day of June, the birthday of the Stars and Stripes, comes so near the close of school that in most places it has failed to receive its proper share of attention.

To-day our flag flies over forty-eight states, extending across the continent, and over large islands of the two great oceans. More than a hundred million people owe it allegiance. It has been brought to its proud position by love and sacrifice.

On Flag Day in 1914, Franklin K. Lane, then Secretary of the Interior, made an address on the flag before the workers of his department. As a part of this address he made the flag say, "I swing before your eyes as a bright gleam of color, a symbol of yourself, the pictured suggestion of that big thing which makes this nation. My stars and stripes are your dream and your labors. They are bright with cheer, brilliant with courage, firm with faith, because you have made them so out of your hearts. For you are the makers of the flag and it is well that you glory in the making."

On the fourteenth day of June, 1923, representatives of many patriotic organizations met in Washington for a conference called by a committee of the American Legion. At this conference an authentic code of flag etiquette was adopted. The code, together with diagrams illustrating most of the rules, has been published in a pamphlet entitled, *The Flag*.

The following are some of the cautions contained in the pamphlet :

1. Do not permit disrespect to be shown to the Flag of the United States.
2. Do not let the Flag of the United States touch the ground or trail in the water.
3. Do not place any object or emblem of any kind on or above the Flag of the United States.
4. Do not use the Flag as drapery in any form whatever. Use bunting of blue, white, and red.
5. Do not drape the Flag over the hood, top, sides, or back of any vehicle.
6. Do not put lettering of any kind upon the Flag.
7. Do not use the Flag in any form of advertising nor fasten an advertising sign to a pole from which the Flag of the United States is flying.
8. Do not display, use, or store the Flag in such a manner as will permit it to be easily soiled or damaged.

The Nation's Birthday

The Fourth of July is perhaps the greatest holiday of all, because it is the anniversary of the date when Americans declared themselves a free and independent people. It is really the birthday of our nation. This holiday comes in vacation, and boys and girls do not always have the opportunity to observe it in the right way. A great deal of noise is made with cap pistols, firecrackers, and other explosives. Every year some children are seriously hurt.

There are many people who believe that there is a better way of celebrating this holiday than by making a noise and perhaps getting hurt. Safe and sane celebrations have for some years been carried out in many communities. These celebrations provide a

good time for the children, but they also include speeches and worth-while exercises that give both children and grown-ups something to think about.

We are told that William Tyler Page, the author of *The American's Creed*, made a practice of going to his library every Fourth of July and spending the day in careful study of the great documents of American history. This is perhaps too much to expect of Americans in general, but we should all know why and how these documents came to be written and what meaning they have for us to-day. Some parts of them should be committed to memory.

The Declaration of Independence was written by Thomas Jefferson. As a boy Jefferson was fond of reading and writing. We are not surprised, therefore, to learn that he sat down without book or notes and wrote out the Declaration of Independence nearly in its present form. He first stated some of the principles of American government. He then made a list of the things that showed how the king of Great Britain had denied the colonists one right after another. He told how the colonists had appealed to the king and to their fellow countrymen in England and that no attention had been paid to them. Finally, he stated the real declaration by saying that because of all these things the colonists would no longer consider themselves a part of Great Britain, but would pledge their lives, their fortunes, and their sacred honor to carry out the meaning of the declaration and become an independent nation. The Fourth of July helps us to remember how the colonists carried out this pledge, in spite of all dangers, and finally gave us the United States of America.

Things to Think About and Things to Do

1. Make a list of the memorials that you know something about and tell for what each one stands.
2. What holidays are celebrated in your state, and why?
3. Children in a large city were asked to give the reason for observing five of the following days: October 12, November 11, February 12, February 22, Memorial Day, June 14, July 4. About half of the children were able to give correct answers. How would you stand on such a test?
4. What characteristics of Lincoln and Washington do you admire most, and why?
5. Make suggestions for celebrating either Thanksgiving Day or Memorial Day in your community.
6. If there is an American Legion Post in your community, get the members to unite with you in planning a Flag Day program.
7. In some schools the person who cares for the flag is called a "Standard Bearer." What qualifications do you think such a person ought to have?
8. Find out the reason for the number of stars and the number of stripes in our flag.
9. Make a drawing of the flag. The length should be one and nine tenths times the width. The blue field, called the union, should contain forty-eight stars carefully placed in six even rows. The union should be two fifths as long as the flag, and as wide as seven stripes, so that it rests upon the eighth stripe. You may be interested to know that this eighth stripe, which is white, is called the peace stripe.
10. Why is the Fourth of July called the "birthday of our nation"?

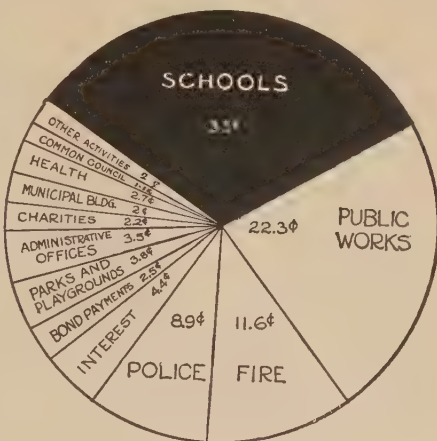
CHAPTER III

GETTING AN EDUCATION

Why We Have Schools

HAVE you ever wondered why we have schools? Perhaps you have sometimes been tempted to wish we didn't have them at all. But that was on a day when you wanted to be out of doors at play, or when you didn't get along well with your teacher, or perhaps when you had failed in your work.

There must be a very good reason why the people of the United States are willing to spend over a billion dollars a year on schools of various kinds. In some communities the largest share of the money raised by taxation goes to pay for the public schools. Then, too, think of the sacrifices that fathers and mothers are willing to make in order to give their children an education.



A CITY BUDGET

This circle shows the part of the taxpayer's money spent for schools in a large American city.

Why are people willing to pay all this money and make all these sacrifices? The answer is that gradually they have come to realize that the citizens of a country where the people rule need fear no enemy so much as ignorance.

Let us consider some of the things that this enemy has done.

The Enemy Ignorance

You may remember that in the early colonial days many women and girls were put in prison and some were tortured, because the people believed they were witches. We do not do such things to-day because we know that there are no witches.

There was a time when men did not know that the soil would wear out if not treated properly. Ignorant or careless farmers have taken the good out of vast tracts of land and left them practically useless, because they have planted the same crop year after year and have failed to put back into the soil plant food in the form of fertilizer. There are thousands of farms to-day that will not produce enough to pay for working them. Thus ignorance has meant the waste of thousands of acres of land and the consequent increased cost of our food.

The early gold miners took only the gold that they could get easily and by wasteful means, because they did not know about modern methods and did not care about the people who were to come after them.

We now pay a high price for lumber partly because our forests have been cut down by ignorant and greedy men. These men neglected to plant trees that would

grow and take the place of those that were cut down. Not only do we have to pay more for our lumber; but floods, partly due to acres of treeless land, cause much damage.

How would you like to live in a country where it is the custom for mothers to sew the clothes on the bodies of their children so that they have to wear the same clothes all winter? Do you wonder that such little children do not keep well?

Some people think that the night air is harmful and so keep their windows tightly closed. Then they wonder why they are not well and strong like other people and why so many die of tuberculosis. These people are ignorant of the simple health rules that are familiar to pupils in most of our schools to-day.

The spreading of disease by people who are ignorant of the consequences of their neglect has caused the loss of thousands of lives. Out of every five of our young men called to the training camps to prepare for their share in the World War, one was unfit for military service because he had neglected to follow the laws of health, perhaps through ignorance.

Ignorance of citizens about the affairs of the community in which they live is sure to result in poor government. The money collected as taxes is not likely to be well spent and there is usually a general lack of local pride. Ignorance and indifference are bound to prove enemies of good government.

Can you imagine what it would mean if American children were allowed to grow up without any knowledge of the history of their country or of how its present form of government came into existence? Would they

be able to appreciate what the founders of the country did for them; or to realize the value of the freedom gained through long years of struggle and hardship?

Americans have decided that the best way to get rid of this enemy, ignorance, is to provide public schools. This explains the reason why America has so many schools; more, in fact, than any other country in the world. School districts cover practically all the inhabited area of this country. In many places only a one-room schoolhouse can be found; but this proves that a school of some kind is considered necessary to the welfare of every community.

How Much Can America Afford to Pay for Education?

A billion dollars for education seems like a very large sum of money; but when you compare it with more than seventeen billion spent on luxuries during the same year it makes us question whether education is getting its share. In a single year the people of this country spent twice as much for chewing gum as for school books. Many thinking people wonder whether Americans have yet learned enough about the importance of education to support it as they should. It is encouraging, however, to know that many places are providing larger and better school buildings than ever before, are spending more money for equipment, and are paying higher salaries to secure better teachers.

When you are a taxpayer will you grumble about your share of the taxes that go to pay the expenses of the public schools; or will you pay the money gladly and do all you can to make our schools greater and better than they are to-day?

Increasing One's Worth

A boy who was asked what he was worth, would probably smile and say that he wasn't worth much of anything. He would not count the treasures in his pockets, nor attempt to reckon the value of his pets at home, for he would consider these simply as gifts. If, however, his parents were asked how much their boy was worth, they would doubtless reply that money could not buy him.

A man who makes a business of gathering statistics of various kinds has figured out that some boys are worth only a few hundred dollars while others are worth many times as much. His conclusion is that the average ten-year-old boy is worth \$2000, — taking into account what he can do and what it has cost to bring him up.

Recently a man was arrested for careless driving. He ran over a boy who was crossing the street. The boy was taken to the hospital and after several weeks was sent home a cripple. The father of the boy brought suit against the careless driver. It was decided by the court that the damage amounted to \$5000. This particular boy was worth more than the average estimate of \$2000.

All children are compelled to go to school by the state law. This is because the state realizes that if boys and girls were allowed to grow up without an education or suitable training of any kind they would not be worth very much either to themselves or to the country. It is what we may become as workers and as citizens that makes us valuable now.

The pupil who is developing a strong, healthy body and, through satisfactory work in the various school subjects, is training his mind and accumulating a good store of useful knowledge is the one the statistical man had in mind when he estimated the value of a boy. He was thinking not only what it costs fathers and mothers to bring up their children, but of how these children were going to do their part in the world's work.

The lawyers and doctors, the architects and artists, the business men and statesmen, the factory workers and the farmers of the future are all being prepared for their work through the opportunities provided in our public schools. The boy who is now learning to do accurate work in fractions and decimals may become the engineer of the future who will fill pages with figures when he is planning a bridge or making estimates for some electric power plant. The girl who does well in arithmetic and English may be called upon to act as the trusted secretary of some great business enterprise.

We cannot all have the great positions, but we can all be prepared to do something worth while. The longer we stay in school, the greater will be our opportunity for useful service in the future.

The question of leaving school is a very important one. Those who know most about what education can do for us, urge us to remain in school as long as we possibly can. Why not make a study of the pupils in your own school and find out the kind of position those who leave school early must take? Compare these pupils with others who stay in school and get a good education and see whether you think it has been worth the time and effort.

The following table prepared by the United States Bureau of Education may help you in thinking out this problem :

EARNINGS PER WEEK OF CHILDREN WHO LEFT SCHOOL AT 14, THE END OF GRAMMAR SCHOOL	AGE	EARNINGS PER WEEK OF CHILDREN WHO LEFT SCHOOL AT 18, THE END OF HIGH SCHOOL
\$ 4.00	14	
4.50	15	
5.00	16	
6.00	17	
7.00	18	 \$10.00
8.50	19	 10.75
9.50	20	 15.00
9.50	21	 16.00
11.75	22	 20.00
11.75	23	 21.00
12.00	24	 23.00
12.75	25	 31.00
Total salary till 25 years of age, \$5,112.50		Total salary till 25 years of age, \$7,337.50

The American Idea of Schools

We cannot imagine an America without schools. That every person has the right to an education is an idea which began with the Puritans of New England and has gradually spread to all parts of the country. From the little line of settlements that dotted the Atlantic seacoast the early settlers pushed on over the mountains to the fertile plains beyond. As these pioneers grouped themselves in new settlements, a church spire and a little schoolhouse were sure to appear.

In these schoolhouses, big and little, the American idea of "liberty and justice for all" took hold and grew.

Most Americans believe that the future of our country depends largely on the use we make of our public schools. Only through them may we hope to pass on from one generation to another the truly great ideas for which the nation stands. In the everyday work of the schools one may see America in the making. Education not only helps to prepare us for greater service, but it also increases our opportunities for enjoyment. It helps us to appreciate art, enables us to enjoy music, and makes available the treasures of literature.

Eli's Difficulty

In spite of the fact that the United States as a country believes in schools, there are many individuals who fail to understand the value of an education. Eli's father was one of these. He had to work hard for a living and with the help of his older sons he was just about able to meet the family expenses. He had been obliged to leave school early and go to work when he was a boy, and so it was quite natural that he should consider Eli's request rather unreasonable.

"Well, what do you want to do about it?" asked Eli's father. The school had sent a blank requesting Eli's parents to decide what course Eli should take when school opened in September.

"I want to go through junior and senior high school and then to college. I want to study to be a lawyer," promptly replied the boy.

Eli's difficulties in the matter of getting an education were greatly increased because his older brothers added their objections to his plans. Neither of them had attended high school, and they did not realize the value

of an education. They had worked in a shop since leaving grammar school and were quite contented with the weekly wages that they were able to bring home each Saturday night. After some discussion one of them said, "I think we might let Eli remain in school if he is willing to take a course that will prepare him to go to work as soon as possible."

After the other members of the family had expressed their opinions, Eli said, "Father, at our school we have been hearing about the importance of getting a good education. The teacher and principal have told us that the boy who has only a grammar school education will earn less than if he finishes high school. They also say that many firms will not take boys who have not been through high school. If you can still let me have my room and meals, I will earn all the money I can after school and in the vacations. I am willing to help in any way if you will only let me stay in school."

His father finally consented to let him remain in school, and his brothers also promised to help. You may be sure that Eli studied hard, and that he brought home high marks on his report card.

Joe's Opportunity

Joe Juliano was just as bright and lively as any other little baby in his neighborhood. He had dark, curly hair and little black eyes that fairly sparkled with mischief as he crept from one room to another. He was especially likable and made friends with every one.

One morning Joe did not wake up in his usual happy way. He refused to eat and seemed to be in great pain.

When the doctor came he looked very serious and told Joe's mother that the baby had infantile paralysis. After a long illness Joe began to get better; but he did not try to move about even in bed, for he had lost the use of his feet and legs. His mother knew that he would never be able to run and jump and skip about like other boys. He would have to stay at home and sit in a chair or lie in bed.

Joe's parents lived in a little old house in a dingy back street. The tall buildings on either side shut out much of the light that might have come in through the few small windows of the house. From one of these windows, as Joe grew older, he watched the boys and girls on their way to and from school. He longed to go to school with the other children. He often dreamed of the kind of man he would like to be, but there seemed to be no way for him to get an education. In spite of his handicap, he was cheerful and always hoped that some day his chance would come.

Winter was a very lonesome time for Joe, because the window by which he sat had to be closed. The children could no longer stop to talk to him. Each winter he waited patiently, for he knew that spring was sure to bring warmth and sunshine. Then his window would be wide open again. Although the children were often in too much of a hurry to stop and chat, he could catch a word now and then and imagine the rest. What air castles he built about the things he would like to do in school! How he envied the boys who could read! How fine it would be if only he could have a chance to learn! He felt sure that if he could read books he would never be quite so lonesome again.

One day he heard the children talking about a new kind of class that was to be opened at the school. In great excitement he called one of them to him and asked all about it. The little girl told him that a group of kind-hearted business men had decided to do something for the crippled children of the city. A special room



A CLASS IN MANUAL TRAINING

These children are happily employed in a classroom especially suited to their needs.

was being fitted up in the new building, in order to provide the particular things these children would need.

“Just think,” she said eagerly, “these busy men are going to call for the children and take them to school in their own big automobiles.”

Joe clapped his hands and almost shouted, “Then this may be my chance. Will some one tell the men about me? What fun it would be to have a ride each

day in a real automobile! Do you think I shall learn to read like other boys?"

So it was that the School for Crippled Children gave Joe his chance. It was the very thing for which he had so patiently and cheerfully waited.

Although Joe was now nearly twelve years old, he could neither read nor write and knew nothing about arithmetic. You can imagine how eagerly he looked forward to that Monday when the school was to open and a kind business man was to call for him.

From the beginning the teacher was greatly pleased with Joe's determination to get an education. She was glad to help him make up for lost time. At first there were so many difficulties that most boys would have been discouraged. But Joe was bound not to give up until he had succeeded in his quest for an education. Such was his fighting spirit, that in a little more than three years Joe completed the work of the first six grades. He won his entrance into junior high school on scholarship and merit.

During this time, doctors who were interested in the school worked on Joe's case. A surgical operation helped him so that he was able to walk some distance without his crutches. Joe did all he could to help the doctors and nurses who were working to make his feet and legs well again.

When he entered junior high school, the principal offered to arrange his program so that he would not have much work to do. Joe thanked him but refused the offer, saying, "No, I'll take mine along with the others." In school he proved a natural leader. All the boys admired him.

One day a French Scout Commissioner visited the city. He was taken to the School for Crippled Children because he wanted to see what these handicapped boys and girls could accomplish in a special school of their own. He was greatly impressed by the excellent work that Joe was doing and by Joe's manliness and qualities of leadership. He took his own Scout pin and fastened it on Joe's coat in much the same manner as a French general would award the highest honor that can be given a soldier.

Joe is still hard at work getting an education and is fitting himself to be useful in his community. He wants to be a business man and help other boys and girls as the people of the city have helped him. Those who know him best believe that with his grit and determination he will surely win.

Education for All

The public schools of to-day include in their programs opportunities for all the people. They begin with the little tots in the kindergarten and by easy steps enable boys and girls to climb higher and higher until they are through high school and ready for college. Many of our states also provide college courses for those who are willing to make the effort and who show that they are able to profit by further education.

In many places schools are open evenings as well as in the day time in order to provide for all who wish to continue their school work. The night schools help those who have come to America from other lands where they have not had a chance to get an education. The



A CLASS IN A NIGHT SCHOOL

There are many such night schools in most of our large cities. Foreigners and others who must work during the day are able to continue their education in these schools.

opportunity to get an education is one reason why people in some of the European countries have come to America. They value an education more highly than some of our own people.

Things to Think About and Things to Do

1. Why are ignorance and indifference enemies of good government?
2. Why should all adult citizens pay something for the support of schools whether they have children or not?
3. Why do states have laws compelling children to attend school?
4. What are the laws about school attendance in your state?
5. Make a list of reasons why boys and girls should remain in school as long as possible.

6. How is education valuable aside from helping one to earn a better living?

7. Tell about a family with ideas about education just the opposite of those held by Eli's people.

8. Do you think that Eli deserved an education? Give reasons for your answer.

9. How does Joe's experience help you to appreciate what it means to be able to go to school?

10. What do you think the French Scout Commissioner might have said to Joe when he gave him the pin?

11. Make a list of the opportunities offered by the schools of your community.

12. What do you expect to be ten years from now? How will education help you?

CHAPTER IV

WORTHY USE OF LEISURE

A Shorter Working Day

WHAT would people do with their leisure time if the regular working day were reduced to four hours? Great inventors along electrical lines have made the claim that electricity would in time bring this to pass. Mr. Edison, one of the great inventors, has said that he was not sure that the shorter working day would be a good thing. All agree that much depends upon the way the people would use their leisure time. Even the eight-hour day has brought problems in the matter of spending wisely the spare time after working hours.

“What has all this to do with boys and girls?” you will ask. Using spare time wisely is quite largely a matter of habit. If this habit is formed while we are still very young, it will help greatly in making us better citizens. Let us see what the worthy use of leisure time has done for some of our great Americans.

A Newsboy

“Hello, Tom,” was the greeting of the men as young Edison passed through the train selling papers. This was in the exciting days of the Civil War and the men all along the line looked for Tom Edison, for they were anxious to read the latest news.

As a newsboy on the train, Edison had more or less spare time. He noticed how interested the railroad men were in the various happenings along the line. If there was a new station agent, they all wanted to know who he was. When a brakeman was promoted to the position of conductor on some other road, they were all glad to hear about his good fortune.

Tom talked with the railroad men about all these things as he went from station to station. Finally he bought an old hand press and set up a little printshop in one corner of the baggage car where he kept his newspapers. When not selling papers he

was working away on the first newspaper printed on a train. He called it the Grand Trunk Herald and found the railroad men always eager to get a copy and find out what had happened along the line.

One day as Edison came to the door of the baggage car, he saw the two-year-old son of the telegraph



THOMAS EDISON AT WORK IN HIS LABORATORY

operator playing in the middle of a side track down which some freight cars were being switched. Without a moment's hesitation he leaped from his place in the baggage car and reached the little boy just in time to rescue him from the rapidly approaching cars.

The telegraph operator was very grateful and offered to pay him money. Edison's answer was, "I do not want your money, but I would like to have you teach me to send telegraph messages." It was not long before Edison became a good telegraph operator and decided to give up selling papers.

When he went to the city of New York, he soon found employment in the office of a stock indicator company. Here he continued to think and work during every spare moment. He improved the little instrument, called a ticker, on which he was working and soon had a patent that brought him thousands of dollars. With this money he was enabled to build his first workshop or laboratory where he could carry on his experiments. You will be interested in making a list of his wonderful inventions.

He has always been a great reader. We are told that when he lived in Detroit he read every book for fifteen feet in the cases about the rotunda of the public library. This helps us understand how he knows so much about so many things.

A Bank Clerk

"Will you teach me to take photographs?" a young bank clerk asked a photographer. The clerk had become interested in taking pictures during his spare time. When he went for a walk and saw a beautiful

view, he wondered if it wasn't possible to invent an easier way to get a picture of that view.

So it happened that some of the first money earned by George Eastman went to pay a Rochester photographer who thought it very foolish for a bank clerk to spend time and money in any such way. Young Eastman soon concluded that it would never be easy to take pictures as long as one had to use the old wet-plate process. He spent most of his time, after his day's work at the bank, trying to find an easier way. He finally discovered how to make a solution that could be used for taking pictures after it had dried on glass plates. This made it much easier to take pictures, for he could carry the dry plates about with a camera wherever he wished to go and take a picture whenever he found something interesting.

The bank clerk continued to do his regular work well, and saved as much of his small salary as possible. In time he was able to fit up two small rooms and start making his newly invented dry plates. He still kept his place in the bank where he worked hard all day. When night came he went to his little shop and often worked there until midnight.

Steadily the business grew. One improvement followed another until Eastman products were known all over the world. By using his time wisely and saving his money carefully the boy who had to go to work at fourteen years of age became a great manufacturer.

Mr. Eastman, who did not forget his early struggles, gave several million dollars to make technical training possible for boys who want to do things and are willing to work hard to make their dreams come true.

A Great Organizer

When Herbert Hoover was only ten years old, he was left without father or mother. His relatives who helped him through school offered to aid him in getting a college education, but he decided that if he went to college he would pay his own expenses.



HERBERT HOOVER

While he was acting as office boy for a real estate agency in Portland, Oregon, he used his evenings, as well as any other spare time he could get, for study. He worked very hard to prepare himself for college. He finally heard of a new university in California and decided that he would go there to study mining engineering.

While in college he used his engineering ability as a means of earning money to pay his expenses. In this way he received the best kind of training for the work that his country was later to call upon him to do. Summer vacations found him working in the mines, getting both experience and funds for his college days. After graduating from college he became a very successful mining engineer.

When the World War came we needed just such a practical man as this to help us out. The Americans

who were in foreign countries when the war broke out will always be grateful for the aid that Herbert Hoover was able to give them. The Belgians will never forget his services as director of relief work. America was able to do her part in the World War more successfully because Mr. Hoover, as food administrator, helped us plan ways of making our supply of food go as far as possible.

Reading — One Way of Using Leisure

William Dean Howells, from his early childhood, was fond of reading. He spent much of his spare time in this way when he could get anything to read.

When William was a small boy his parents were obliged to live for a time in a rough cabin and to get along with

very little. One day William's father brought home a barrel of old newspapers which he used to cover the walls of the cabin in order to keep out the cold. Young William used to stand for hours reading stories and



READING BLACKSMITH

This statue, in Pittsburgh, Pa., was erected in honor of Colonel James Anderson, the founder of free libraries in western Pennsylvania, who opened his own library to working boys.



USING LEISURE TIME TO ADVANTAGE

These boys and girls have discovered that the library is an interesting place to spend part of their leisure time.

news items from those old papers. Imagine his delight when some kind relatives sent the family a box of books. These books were read and reread many times with eager enjoyment.

Because of his interest in reading it is not surprising that he went as often as he could to visit the newspaper office in the town near his home. He made friends with the foreman, who became so interested in the boy that he gave him a chance to work in the office. It was not long before he was writing for the paper, because his reading and thinking had given him ideas to express. In time this boy became one of America's greatest authors and an editor of national reputation.

You may remember that when Benjamin Franklin was working in his brother's printing office he took part

of his noon hour to read and study. Later on, when he became a great philosopher and statesman and wrote his book of wise sayings, he included this one: "Leisure is the time for doing something useful."

The boy or girl who uses leisure time for reading has something to think and talk about, and has discovered a most profitable way to get enjoyment. It is surprising how much useful and interesting information can be found in books and magazines.

Having a Hobby

Do you know what a hobby is? You surely do, even if you do not call it by that name. You probably know many people, both young and old, who have some particular thing that they enjoy doing and about which they are always glad to talk. You may have some friends who are interested in radio. They read all they can find on the subject, they are always trying to improve their sets in order to get more distant stations, and they are delighted when they can get others to share this pleasure.

Making a collection of some kind is a hobby that many people have. If it is a collection of stamps, you will always find them watching for a new issue; and if they are collecting butterflies you will often find them hunting for a new species. Others enjoy camping or tramping through the woods, and they tell interesting stories about outdoor life.

Such organizations as the Boy Scouts, the Girl Scouts, the Junior Red Cross, and others have helped many children develop a special interest or hobby.

Progressive schools, through club activities, have

also had an important part in providing for the worthy use of leisure. A business man visited one of these schools during the club period. When he was about to leave he remarked to the leader, "I would give anything if my boys would have a hobby. They have so much spare time that they do not know how to use."

This particular school has over fifty clubs so that boys and girls have a chance to develop a hobby or even several kinds of hobbies if they wish.

School Clubs

A leading Airplane Company heard of the clubs in the school mentioned above and sent word that they would be glad to make a place for a boy who could build a model plane and was interested enough to make this his hobby. They added that it was their opinion that the flyers of the future would have to come from those who developed an early interest in this activity.

In a letter requesting that he be allowed to join the Airplane Club, one boy wrote as follows: "I am very much interested in the Airplane Club. I wish to make a plane in memory of my uncle, who was killed as an aviator in the World War."

Girls are quite as much interested in these clubs as boys. One girl, in giving her reason for joining the Scrapbook Club, wrote, "I enjoy making scrapbooks to help the children in hospitals to pass away the weary hours." Another girl, who belonged to the Practical Arts Club, became greatly interested in the various things that can be made from different kinds of crêpe paper. She now has a little shop of her own and is earning money to take her through high school.



AN AIRPLANE CLUB

These boys have built model airplanes and found knowledge as well as fun in their hobby.

A club leader states the value of school clubs as follows :

1. They give boys and girls the opportunity to become interested in a hobby.
2. They give the pleasure that comes from working with others who enjoy the same hobby.
3. They help in the formation of good habits of using spare time.
4. They cultivate a friendly spirit of coöperation.
5. The hobby of children often leads to the successful work of manhood or womanhood.

Achievement Clubs

In several of the eastern states business men have taken part in a movement to help girls and boys form Achievement Clubs. They believe that young people who learn to do things and who take some active part in the life of the community are the ones who are going to be the dependable citizens of the future.

The Junior Achievement Bureau in Springfield, Massachusetts, publishes interesting pamphlets which tell how to organize clubs and plan work that will make spare time count.

The pledge of these clubs reads as follows: "I pledge to my home, to my community, and to my country that I will learn to work effectively and become a useful, self-supporting member of society."



A JUNIOR ACHIEVEMENT CLUB

This club, which has converted the attic of the leader's house into a workshop, is engaged in the manufacture of electric toasters for sale.

Things to Think About and Things to Do

1. What are some of the ways that electricity is now used to help people do their work?
2. Why do you think that Edison made a wise choice when he asked to learn how to send telegraph messages instead of taking the money offered to him?
3. Why was the photographer wrong in thinking George Eastman foolish when he wanted to learn how to take pictures?
4. Write a paragraph on some interesting information you have found in something you have read outside of school hours.
5. Explain how William Dean Howells's wise use of leisure as a boy helped to give him a chance when he was older.
6. Select five of your friends who have a good way of spending their leisure time, and tell what each one does.
7. Do you think it is worth while to have a hobby? Give reasons for your answer.
8. Have you ever known any boys or girls who did not know how to use their spare time?
9. Write to the Junior Achievement Bureau, 168 Bridge Street, Springfield, Mass., for suggestions for club activities.
10. Suggest some of the things that might be done in your school by a Worthy-Use-of-Leisure Club.

CHAPTER V

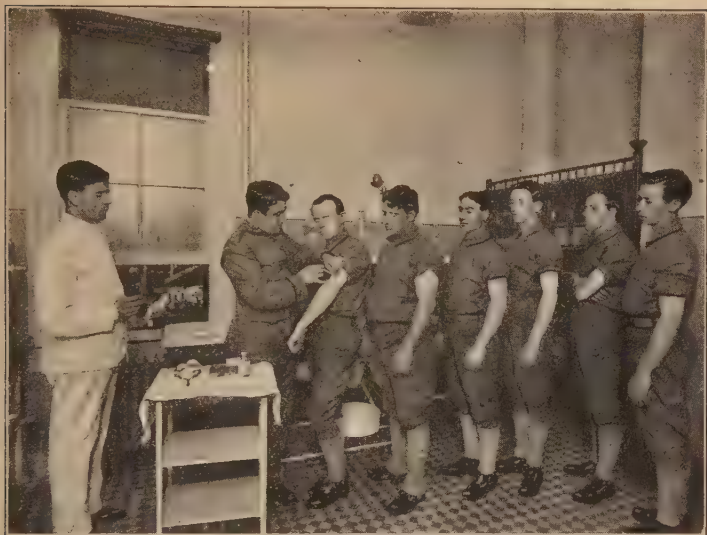
KEEPING WELL

Our Duty to Keep Well

DOCTOR SAMUEL JOHNSON was a peculiar gentleman who lived in England a long time ago and who wrote books. He said and did many things that seemed strange to other people, but there was really much wisdom in his sayings. Once, when talking about health, he said, "Every sick man is a rascal." People thought this was a strange statement for a man of learning to make. But was it?

For hundreds of years disease was supposed to be something that people could not control. Many people even thought that it was a punishment for wrongdoing. It is quite different with us, for now men of science have studied the causes of disease and in most cases can tell us how to prevent it. We are living in a time when men believe that it is easier to prevent fire than to put it out, that it is wiser to prevent crime than merely to provide places to keep criminals, that it is better to prevent disease than to spend our time in trying to get well. We are indeed "rascals" if we allow ourselves to get sick when it is in our power to keep well.

In a country like ours where the people carry on the government, each citizen must be prepared to do his



SOLDIERS BEING VACCINATED

Vaccination is one way by which certain diseases are prevented.

part. A sound mind in a sound body will make each one of us a more useful citizen. Keeping well, therefore, is an important duty to our country as well as to ourselves.

General Goethals and the Panama Canal

If you have read about the Panama Canal, you have probably learned something of the life of General Goethals. You may remember that when only a boy he believed in taking care of his body and keeping well. He was not a strong boy. He grew rapidly and was tall and slender. Whenever he had a little leisure time he would spend it in some form of physical training. He particularly liked running.



A STREET IN PANAMA

This shows a typical street in the Canal Zone before Dr. Gorgas and his men drained it and cleaned it up.

Long legs and constant training made him one of the swiftest runners in the group of boys with whom he associated. He grew up to be a strong, healthy man.

When President Roosevelt gave General Goethals the difficult task of building the Panama Canal, the idea of digging such a canal was not new. Engineers from France had undertaken the task years before the United States thought about it. The people back of the undertaking spent a great deal of money trying to dig the canal. One of the important reasons for the failure was that the men in charge did not understand the value of keeping the workers well.

General Goethals's care of his own health helped him to understand this failure on the part of the French. He knew that when they attempted to dig the canal,



THE SAME STREET IN PANAMA

After it had been cleaned up and made sanitary.

a disease known as yellow fever swept men into their graves by the hundreds. He therefore welcomed Surgeon-General Gorgas, whom the government sent to Panama to help make the Canal Zone safe for the men who were to do the work.

Under the direction of Surgeon-General Gorgas the United States profited by the splendid work previously accomplished in Cuba by Walter Reed and a group of American army doctors. These doctors proved that the yellow fever germ is spread by the bite of a certain mosquito. It was known that certain kinds of mosquitoes could carry malaria from one person to another, but it remained for these army doctors to prove that a different kind of a mosquito could carry yellow fever germs. These men did a very brave thing — as brave a deed as any soldier ever did on a battlefield.

They allowed themselves to be bitten by a mosquito that had bitten a person who was sick with yellow fever. They all had the fever and one of them died, but this experiment showed how yellow fever was really caused.

Because of these discoveries, Dr. Gorgas and the Americans who worked with him knew that it was the mosquito that made the Canal Zone such a dangerous place. They made and carried out extensive plans for draining the land so that the workmen might have dry, clean places for their camps. They cleaned up the breeding places for mosquitoes, put screens in the windows of the men's sleeping quarters, and told the men how to take care of themselves.

Because of the combined efforts of these two great Americans who understood the value of keeping well, the United States was able to complete the canal. Thus was realized the great dream of cutting a passage across the narrow strip of land that connected North America with South America.

Keeping well helps not only the person himself, but others as well. A weak body is a good feeding ground for disease germs. The person who neglects his health and allows disease germs to attack his body soon becomes a spreader of disease. He is then a source of danger to the community rather than a help.

Roosevelt's Struggle for Health

Corinne Roosevelt Robinson tells us that when her brother, Theodore Roosevelt, was only eleven years old he would walk as much as thirteen miles in a day in the Swiss mountains in spite of frequent attacks of asthma. These attacks were sometimes so severe that

he had to be propped up all night in a big chair in the sitting room so that he could breathe. Yet, within two days he would be trudging along after his father and brother on one of their longest walks in the mountains. Even at this early age he showed the pluck and perseverance that were so strikingly a part of his character in later years.

In telling about the courageous fight he had to make to be a strong man, Mrs. Robinson says, "Earlier in our lives my father, always thinking of the fragile health of his two older children, conceived the idea of turning the third room of the second floor at 28 East 20th Street into an out-of-doors piazza, a kind of open air gymnasium, with every imaginable swing and bar and seesaw. My mother has



THEODORE ROOSEVELT, THE BOY

often told me how he called the boy to him one day — Theodore was now about eleven years of age — and said, 'Theodore, you have the mind but you have not the body, and without the help of the body the mind cannot go as far as it should. You must make your body. It is hard drudgery to make one's body, but I know you will do it.' The little boy looked up, throwing back his head in a characteristic fashion; then with a flash of his white teeth he said, 'I'll make my body.'

"That was his first important promise to himself, and the delicate little boy began his work. For many years one of my most vivid recollections is seeing him between horizontal bars widening his chest by regular,



THEODORE ROOSEVELT, THE MAN

Here we see the robust man whose work for his country depended so much upon his good health.

monotonous motion — drudgery indeed — but a drudgery which eventuated in his being not only the apostle but the exponent of the strenuous life. The piazza became the happy meeting-ground of all the boys and girls of the neighborhood. There not only Theodore Roosevelt, but many of his friends and family put in a stock of sturdy health which was to do them good service in later years.”*

Because Roosevelt took care of his body and made such a great effort to get strong and keep well he was able to do much for his country.

* From *My Brother Theodore Roosevelt*, by Corinne Roosevelt Robinson. Copyright, 1921, by Charles Scribner's Sons.

They Failed to Meet the Test

In 1917 the young men of our country were given a health test in order to find out how many of them would be able to fight in the World War. From all parts of the country the men between twenty-one and thirty-one came to the examination places provided by the government. When the process of testing was finished it was found that two men out of every ten examined were unable to pass the test.

Weak hearts, diseased lungs, flat feet, poor digestive organs, kidneys that were not working properly, all these and many other reasons were given for the rejection of these young men as unfit to fight for Uncle Sam. The country was convinced that something must be done to remedy such an alarming state of affairs. Our schools have taken up the task and every boy and girl can help by beginning at once to form good health habits.

Health Habits

The Junior Red Cross Manual contains the following record of worth-while daily health habits :

1. I washed my hands before each meal to-day.
2. I washed not only my face but my ears and neck, and cleaned my finger nails to-day.
3. I tried to keep fingers, pencils, and everything that might be unclean out of my mouth and nose.
4. I drank a glass of water before each meal and before going to bed, and drank no tea, coffee, nor other injurious drinks to-day.
5. I brushed my teeth thoroughly in the morning and in the evening to-day.

6. I took ten or more slow deep breaths of fresh air to-day.

7. I played outdoors or with windows open more than thirty minutes to-day.

8. I was in bed ten hours or more last night and kept my windows open.

9. I tried to-day to sit up and stand up straight, to eat slowly, and to attend to toilet and each need of my body at its regular time.

10. I tried to-day to keep neat and cheerful constantly and to be helpful to others.

Health and happiness walk hand in hand. Sunshine, fresh air, exercise, and simple food help to build strong healthy bodies. Boys and girls who think right



A SCHOOL HEALTH CAMPAIGN

These boys represent important parts of healthful food.

thoughts, eat properly, and sleep and exercise regularly are doing an important part in this matter of keeping well.

Cleanliness a Part of a Health Program

“A clean mind in a clean body,” was the slogan chosen by the pupils of a large city school that was



CLEAN CLOTHING IS IMPORTANT TO GOOD HEALTH

These girls are learning how to wash and iron clothes in the model laundry of a school.

carrying on a health campaign. These pupils knew that cleanliness is important in keeping good health. They believed that clean water, clean food, clean air, clean houses, clean streets, clean clothing, clean bodies, and clean thoughts are all essential to good citizenship.

In this school, all of the classes were trying to get a one-hundred-per-cent record. Reports from the various

rooms were to be presented the next morning in the large assembly hall when the school gathered for the final meeting of the campaign.

One class had been trying particularly hard. But apparently no one had made any impression on Angelo, who was one of a family of ten children. Each day he appeared in the same dirty shirt waist. To each appeal he seemed to turn a deaf ear. No one was able to discover why he would not help the class by doing his part in cleaning up. Even the teacher had decided that so far as Angelo was concerned the campaign in her room had been a failure.

The morning of the assembly arrived and the children were gathered in the different rooms before marching to the assembly hall. One by one the pupils in room 43 took their places quite disappointed over the results of their part in the campaign. At the last moment Angelo appeared and the class greeted him with a round of applause that made his smile stretch from ear to ear. He wore a nice, new, white shirt waist with a fine, dark stripe. In the pocket was a handkerchief with a neat colored border. He walked to his seat with head erect and with evident satisfaction in having done his part to help the class make a one-hundred-per-cent record.

After the exercises were over and school had closed for the day, Angelo waited for his teacher, eager to tell her the whole story.

"I wanted to join in the campaign all the time," he explained. "There was no money at home to buy a new waist and my mother thought the one I was wearing was too old to be washed again.

"I earned the money, a little at a time, by doing errands. Wasn't I glad, though, when the clerk told me last night that I had enough money to buy a waist and a pocket handkerchief with a red, white, and blue border!

"I think I looked at all the waists in the store before I found this one which I thought would keep clean the longest. I hope you like it, teacher," he ventured wistfully, and then added, "The class won't have to be ashamed of me any longer."

Community, State, and Nation Interested in Health

No matter how small the community, something must be done to protect the health of its citizens. A good water supply must be provided. Milk must be inspected in order to be sure that it does not contain germs. Garbage must be properly cared for, and refuse must not be allowed to accumulate.

An organization of some kind must look out for all these and many other important health measures. In smaller places this organization is called the board of health; in larger ones it is known as the health bureau or health department.

The matter of protecting health is of such great importance that both the state and the nation give their assistance. Laws forbidding the sale of impure food have been passed and men called inspectors are appointed to see that these laws are obeyed. Cattle having diseases of any kind cannot be sent from one state to another.

Strict national laws regulate the sale of drugs that must be used by people in case of illness. Persons

coming to this country from foreign lands are examined by doctors before they are allowed to land here, in order to be sure that they will not spread disease among our people.

In these and in many other ways, both large and small communities work together to help every one keep well.

Things to Think About and Things to Do

1. What did Dr. Johnson mean by calling sick people "rascals"?
2. Make at least five suggestions that will aid one in keeping well.
3. Why is keeping well the duty of a good citizen?
4. Explain the plan for preventing disease in the Panama Canal Zone.
5. How does a person who keeps himself fit help others?
6. What do you admire most about Theodore Roosevelt?
7. Why does Uncle Sam need strong, healthy citizens just as much in time of peace as he does when there is a call to arms?
8. Allowing ten credits for each point in the list of health habits (page 61), what would your record be?
9. What is meant by the expression, "Health and happiness walk hand in hand"?
10. What has cleanliness to do with health?
11. Why should a health campaign in any school prove valuable? Write to some school that has had one and see what they say about it.
12. Make a list of things that your community is doing to keep people well.
13. Illness often causes absence from school. What is the effect of this absence on the individual? on the school? on the taxpayer?
14. Why do we have pure food laws? How are these laws carried out in your community?

CHAPTER VI

CHEERFULNESS

Stevenson's Way

The world is so full of a number of things,
I'm sure we should all be as happy as kings.

THIS is the way that Robert Louis Stevenson suggests that there is much in the world to make us happy and cheerful. Of course, it makes a great deal of difference how you look at things. Some people prick their fingers on the thorns of a rose while others enjoy its beauty and fragrance.

Stevenson was not a strong man and he might have been discouraged because of his poor health; but, instead of thinking of himself, he was always trying to make others happy.

His father, a famous builder of lighthouses, wanted him to prepare for engineering as a profession. But this would mean much hard physical work and his frail body made that impossible.

Deep down in his heart he had always wanted to write. Success did not come at once, but he kept on trying. His love of fun and nonsense gradually crept into his writings and made him the chief among children's poets.



THE PLEASANT LAND OF
COUNTERPANE

Although his illness
as a child kept him
in bed for weeks at a
time, he was always
cheerful and happy.
Such a poem as *The
Land of Counterpane*
shows how his imagi-
nation helped in keep-
ing him cheerful:

When I was sick and lay a-bed,
I had two pillows at my head,
And all my toys beside me lay
To keep me happy all the day.

And sometimes for an hour or so
I watched my leaden soldiers go,
With different uniforms and drills,
Among the bed-clothes, through the hills;

And sometimes sent my ships in fleets
All up and down among the sheets;
Or brought my trees and houses out,
And planted cities all about.

I was the giant great and still
That sits upon the pillow-hill,
And sees before him, dale and plain,
The pleasant Land of Counterpane.*

* This poem and the lines at the beginning of the chapter are taken from Stevenson's *A Child's Garden of Verses*, Copyright, 1895 and 1901, by Charles Scribner's Sons.

Tim, the Cheerful Elevator Boy*

Tim's face was so covered with freckles that you could scarcely find a clear place upon it. His hair was short and stubby and would never stay where he wanted it to stay. His nose was red and homely. Perhaps, if you had met him on the street, you would have said that he was an awkward, queer-looking boy.

But Tim had eyes that sparkled and shone and made you want to know him better. He had a smile that began with a little twitch of the lips and then rippled all over his face. And his laugh — oh! his laugh was as good as a bowl of sunshine.

Tim was an elevator boy in a dye factory and his car was used by a great wing of one of the buildings. Up and down, up and down he carried workers, overseers, and officers. They all loved Tim because of his cheery disposition and winning smile.

Tim's clothes were shabby. He had not been able to go to school much and he did not speak very good English. Yet his "Good morning" was an event in every one's day.

"My, My! Aren't you glad to be alive to-day?" he called cheerily to Mary Flynn just before seven o'clock one morning. "Look at that sunshine. Doesn't it make you want to shine, too? Come in, Mary, let me put you up higher where the air is just great."

"Good morning, Doc," he called to the company doctor. "The top of the morning to you. That posy in your buttonhole makes you look grand. Every

* From *Around the Camp Fire with the Older Boys*, by Margaret Eggleston, Copyright, 1921, George H. Doran Company, Publishers.

sick one will like to stay by you to-day, Doc. But then they always do that. Good-by and good luck."

When Matie Mack came to the elevator door she had in her hand a bunch of flowers for her desk in the upper room. As she left the elevator she slipped a tiny red rosebud into the boy's hand.

"Bless your kind heart," he whispered. "I haven't any garden, but a posy on my coat just makes me happy all the day. Thank you kindly for remembering me. This rosebud is a beauty."

So, one by one, the workers were landed at their day's work and Tim finally had time to glance at the morning papers which had been handed to him. He could not read them all, but he loved to read what he could and to look at the pictures. So he sat in the car reading of a great train wreck when suddenly he heard a loud noise.

Then there came a terrific explosion, and dirt, bricks, and wood flew in all directions. The building trembled like a leaf and Tim cowered in one corner of the car. What could have happened? He was afraid even to stir.

As soon as ever he dared, he crept to the door. What a sight met his eyes! One great building was in ruins, another in flames, and part of the wing of his building was gone. In some unknown way a great tank of acid had exploded, people told him as they hurried by with white, set faces.

Like a flash Tim realized that all that lay between the employees in his building and death was himself and his car.

"May the good God help me," he cried as he shut

the door of the car and started up the swaying shaft. On every landing were screaming, anxious women. Could he ever get them down? Would they listen to him and go slowly? If they pushed and struggled, all would be lost. Quickly he thought it all out as he went up. When he reached the top floor, he called cheerily, "Here I come for you. It's great to be in the building that is all right. Now if you won't push, and only fifteen will come into the car at once, I can get every one of you down. But if you push, then I'll never come up again. Now I'll see what you'll do. Only fifteen, remember. Twelve, thirteen, fourteen, fifteen. Full up. Now Aunt Becky, stay right there and watch for me. Watch for my red rose."

The shaft swayed and shook as, very slowly, he took the car down. But he sang cheerily from the foot of the shaft, "I'm coming, I'm coming, though my car is running slow."

The people watched him breathlessly as he worked to save them. Up and down and up and down he went. A great crash told him that more of the building had collapsed, and the heat from the burning building was intense. But over and over he said to himself as again he went up through the dangerous shaft, "Do your best, Tim. Some of the folks have little ones at home. You must get them all down."

The little red rose seemed to be helping him, for it was bright and cheery every time he looked at it. One floor after another he emptied, but the face of the elevator boy was becoming white and drawn. Suddenly there was a scream of terror. The flames were spreading through the shaft and one more trip had to be

made. Women at the foot covered their faces with their hands and wept as they heard Tim say, "I guess she will hold for another trip and I promised to come back for them. There's only five up there and one of them is Matie Mack, the one that is so good to me. Sure, I'm going up."

Oh! how slowly the car went! Oh! how ugly the flames looked as they licked the sides! The watchers below heard the door of the car open and a fervent "Thank God!" from one of the women. Then Tim's merry voice again called out, though this time it was trembling a little. "Now here we go down. Aren't you glad to be alive to tell how you went through the fire and weren't burned? Isn't fire pretty, though? Sure, the shaft will hold if we go slow. Just look at my red rosebud. It's one fine match for my red hair. Why, here we are so soon. Now out with you—and thanks again for my posy, Matie. It helped me a lot."

A moment later every one was looking for the elevator boy. On every tongue was the story of his bravery. But he wasn't about the building and he wasn't in the street. Where could he be?

Sitting on the steps of a little house in a back alley was a freckle-faced, red-haired boy. He was patting the head of a big, yellow cat and saying, "'Twas great, Tom, just great. It's good I wasn't burned. My, I'm glad I could help. But I don't want folks to thank me, so I am going to sit out here with you for a spell."

The yellow cat rubbed against Tim's knee and seemed to understand.

Bringing Good Cheer To Others

Every one liked Mildred. She was a jolly, cheerful companion always sought after by her classmates.

She had heard about some mothers in the neighborhood who had to leave their children at the Day Nursery and work in the factory all day in order to earn enough money to care for their families. For several days Mildred had been wondering how she could help these mothers.

At last she decided on a plan. In explaining it to her teacher, Miss Abbott, she said, "I call my plan giving the children their mother. If the girls in our class will save the money they spend for candy, gum, movies, and such things, we can easily get enough money before Christmas to give some children their

mother for a week. Don't you think it would be just wonderful to do this?" she concluded eagerly.

Miss Abbott listened attentively, asking questions and making suggestions. It was finally agreed that the plan should be proposed the next morning when the class was to have its weekly meeting. "In the meantime, why not ask the district nurse to give us the names of some mothers who need a little vacation and who might be adopted by the class?" suggested Miss Abbott.



A CHEERFUL COUNTENANCE

Who does not like to have pleasant-faced friends?

The next morning the class listened to the plan with great interest. A number of committees were appointed and the class went to work in earnest. The district nurse was greatly pleased with the plan and offered to help in every way she could. She gave the name of a mother who lived near the school and worked in a clothing factory.

Miss Abbott went with a committee to talk the matter over with the foreman in the factory and ask him to keep the position for the mother while she had the week's vacation. The foreman hesitated at first, but when he had heard the whole plan he gladly consented. As the committee left him, he said, "I am sure I shall have a happier Christmas because you let me share in your plan. I shall try to make things more cheerful for Mrs. Denigo when she comes back."

What a jolly time they had collecting the money and getting everything ready! Who should tell the mother? What would she say? How would the little children feel about it? These and many other questions were talked over as little groups met in the halls and on the way to and from school.

When the money was counted the girls found they had more than enough to pay the mother's wages for the week. So they bought a Christmas tree and useful presents for each of the three little children.

At last a committee was appointed to go to the house and tell the mother all about the plan. Tears filled her eyes as she heard the good news and realized that she was to have Christmas week at home with her little ones. She could hardly find words to express her thanks, but the girls understood.

When school opened after the Christmas vacation, the following letter was found on the teacher's desk.

Dear Teacher:

I thank so much your girls. They make my little children so happy. May the good God bless them all.

Maria Denigo

A Poet's Plea *

Lord, let me bring a little mirth
To all who share my day on earth;
Let something I have said or done
Remain, when I have traveled on,
To prove the man I've tried to be
And make men glad they walked with me.
A flower, a smile, a word of cheer,
Make these my gifts from year to year.

Things to Think About and Things to Do

1. Get a copy of *A Child's Garden of Verses* and read some of the poems Stevenson wrote for girls and boys.
2. What was the secret of Stevenson's cheerfulness?
3. How can cheerfulness add to one's value as a worker and as a citizen?
4. Why was Tim's "Good morning" an event in every day?
5. Why didn't Tim say, "I'm not paid for running an elevator in a burning building. I'm going home"?
6. Is a person likely to be cheerful if he is always thinking of his own comfort and convenience? Give reasons.
7. Suggest some ways of bringing good cheer to other people.

* From Edgar A. Guest's poem entitled *A Plea*.



INDIANS AROUND A COUNCIL FIRE

CHAPTER VII

SELF-CONTROL AND CITIZENSHIP

An Indian Boy's Triumph

LONG ago a missionary told this story of an Indian boy of twelve whose tribe wanted to test his bravery. One evening the tribe met around a council fire and told stories about brave deeds. They took pains to hold their meeting near the tent where the boy was rolled up in his blanket for the night. The boy had not yet gone to sleep, so he listened to the stories that were being told. Soon he became so interested that he crawled out of his tent and crept close to the men.

Then an old brave arose, gave the boy a pail and told him to go to the spring away off through the woods and get a pail of water. An Indian boy must obey without questioning, so he went.

But the boy was very much afraid as he started. Owls were hooting; wild animals darted across his path; a grape vine hanging from a tree cut his face; the little fireflies suggested ghosts flashing lanterns. Finally he reached the spring and filled the pail. Because of his fear he tripped as he hurried back to the council fire, spilling part of the water. Twice he was sent back and told to bring a *full* pail of water.

When he had gone alone a third time, he knew the path, he whistled as he went, and he was no longer

afraid of the dark. At last he brought a full pail to the fire. Then the braves sang, and cheered and praised him.

One said, "You have conquered fear." Another said, "You have conquered night." Still another said, "You have conquered imagination." His father, the big chief, said, "You have conquered the hardest thing in the whole world to conquer. You have conquered your own self. You are worthy to become a brave."

A wise king once said, "He that ruleth his spirit is better than he that taketh a city." The big chief had doubtless learned this important lesson from his experience in governing the men of his tribe. He knew how necessary it was for his son to practice self-control. Some day the son would be called upon to take his father's place at the head of the tribe.

In America no one person does all the governing. Each citizen has to do his part. There are many positions of responsibility. Every community must have its leader. The leaders are those who have conquered themselves, who have learned self-control.

A Neighborhood Problem

Abie was a problem that the district nurse had not solved. Since he had made his appearance in the neighborhood he had quarreled with the children and tormented them in many mean ways. He seemed to have a bad temper and did not want to work even though the nurse had found various things for him to do.

Just at this moment he was planning some mischief,

and the group of boys about him were listening eagerly to what he was saying. The nurse, starting out for her morning's work, took all this in at a glance, so she stopped her car and asked Abie to ride. All the boys loved the little nurse who had been so kind to them and to their mothers. They appreciated her sympathy and admired her skillful way of giving assistance to all who needed it. Abie hesitated for a moment and then climbed into the car.

The nurse talked to him kindly as they drove along. Finally she said, "Tell me something about your life in Russia, Abie."

Abie's face clouded and tears filled his eyes. He was

thinking of those dreadful days when his mother had fled from their little home, taking him with her. Haltingly he told the nurse of the death of his father, who fought the enemy bravely, thus giving his mother and



A SETTLEMENT NURSE

This nurse has come to the girl's home to attend a sick member of the family. She makes many such calls no matter how stormy the weather may be.

himself a chance to hide. He remembered how they had remained in a dark corner of the cellar under some rags. They had not dared to venture out until it was dark and everything was very still. He described the long, weary journey to the frontier. He told how they had been driven from place to place until they had reached the ship that had brought them to America.

"We do not always have enough to eat even now," he went on. "We have only one room in a house where there are many other families. At school some of the American boys make fun of me and call me names. Their parents have money and give them nice things. I don't have anything. It isn't fair."

The nurse felt very sorry for Abie and after a time she said, "Many things do not seem fair, Abie. But one who runs away from things that need to be done is a coward. Do you want to be a strong, brave man like your father, or a weak one?"

They were both silent for a time, and then the car stopped as the little nurse reached the home of one of the mothers who was greatly in need of help that morning. Abie waited in the car. It seemed a long time to him, although it was really only half an hour. As he saw her coming he got out, opened the door, and then followed her into the car. She told him all about the brave little mother whom she had just visited, and explained how she was trying to get well so she could work and earn money for her children.

They talked of many things that morning as the car went from one home to another, and the nurse found something she could do for each one.

Finally they came back to the house where Abie and

his mother lived in the one little, cheerless room. As Abie stepped out of the car he said, "Nurse, I wish I had known you before. I am not going to be a trouble-maker any longer. I am going to help others as you do and be strong and brave as my father was when he tried to protect my mother and me during those cruel days in Russia. I am going to try."

Controlling One's Tongue

One of the hardest things to control is one's tongue. Sir Walter Scott tells us about this in one of his poems :

Oh, many a shaft at random sent,
Finds mark the archer little meant ;
And many a word at random spoken,
May soothe or wound a heart that's broken.

How hard it is to recall an unkind word and how much harm it may do. Perhaps it is only a story you have heard about a playmate, and you repeat it to some one, little thinking of the effect it is to have. It may be only a name you have used in speaking to or about some one born in a foreign land, but you have made the stranger feel less welcome in America.

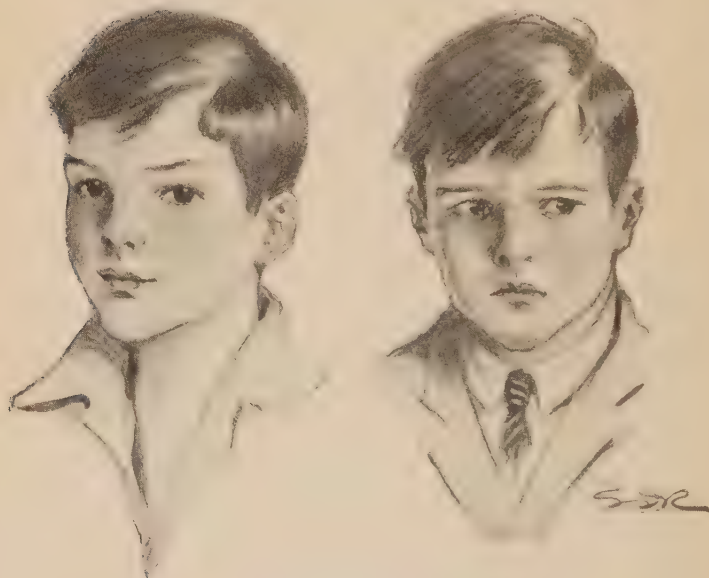
The poet L. L. Boyd has given us three tests which we may use before we allow an unkind word about another person to pass our lips. The test is called *A Good Rule*,* and is described as follows :

If you are tempted to reveal
A tale some one to you has told
About another, make it pass
Before you speak, three gates of gold.

* From *One Hundred Choice Selections* No. 37. Used by permission of The Penn Publishing Company, Philadelphia.

Three narrow gates, first — “Is it true?”
Then, “Is it needful?” in your mind
Give truthful answer, and the next
Is the last and narrowest, “Is it kind?”

And if, to reach your lips at last,
It passes through these gateways three
Then you may tell the tale, nor fear
What the result of speech may be.



A CONTRAST IN FACES

Which of these boys do you think would make the better companion?

Controlling One's Thoughts

Sometimes our thoughts are harder to control than our tongues. The ancients had a proverb which in English would read something like this, “You cannot

prevent the birds from flying over your head, but you can prevent them from building nests in your hair." They had in mind the fact that we cannot always prevent a wrong thought from entering the mind, but we can prevent its staying there. Just as we can choose the kind of person we want to live with, so we can control our thoughts and allow in our minds only the ones that we desire.

A very wise man once said, "As a man thinketh in his heart so is he." Even the faces of the people who think kind thoughts are different from the faces of those who think only of themselves or who plan evil against their neighbors. Have you ever tried to imagine what kind of a friend a person would be by studying his face?

The Broken Vase

More than a hundred years ago, there lived in England a great man by the name of Josiah Wedgwood. He was a pottery maker. If you were to try to buy to-day some of the things that he made in his factory you would find them very, very expensive.

One day an English lord came to visit the plant, and Mr. Wedgwood sent a boy of fifteen to show the man around and explain to him the processes used in making the pottery. Now this nobleman was not a noble man, for he used rough words in his speech and he was cruel and abusive in his manner to the workmen. At first the boy was shocked at the things which the man said, but finally he began to laugh at them. Mr. Wedgwood was near at times and was very indignant that the man should talk so coarsely before a boy.



MODERN POTTERY MAKING

The making of fine pottery includes many processes, in which great care must be taken.

When they came back to the office, Mr. Wedgwood showed the man a very beautiful, expensive vase and told him of the care that had been used in making it and of the long time it had taken to perfect it.

The nobleman was much interested and reached out his hand to take the vase, but just as he did so Mr. Wedgwood let it fall to the ground and it broke into a hundred pieces. The nobleman was angry and said, "I wanted that for my own, and now by your carelessness you have ruined it."

Mr. Wedgwood turned quickly to him, and looking him straight in the eye said, "My Lord, there are things which are more precious than any vase could

ever be. Such things, when ruined, can never be replaced. I can make another vase exactly like that for you, but you can never give back to the boy who has just left us, the simple faith, the pure heart, and the clean mind that he had before you made light of sacred things and used impure words in his presence. A boy's character is worth more than anything money can buy."

Keeping One's Temper

Some one has said, "Make yourself the kind of a person whose friendship you can enjoy." Isn't this just another way of saying, "Respect yourself and strive hard to make yourself the kind of a person with whom you really want to live"?

Whatever you do, wherever you are, you have to live with yourself. If one is clean in mind and body and heart, will he not always have a good companion?

Controlling your temper is one way of keeping your self-respect. How can you control yourself, if you cannot control your temper? Nothing destroys the pleasure of a game or leads to a quarrel more quickly than to have one of the players lose his temper.

A group of boys were playing baseball in a vacant lot. The players were so evenly matched that at the beginning of the ninth inning the score was six to six.

Trouble arose when Bob Simpson, one of the most disagreeable players on the team, was declared out as he tried to steal second base.

When he began to argue, the other players left their places and crowded about the umpire. They were all greatly excited except Ned, the second baseman, a stalwart boy and a good player. He kept cool, but he said

the umpire's decision was correct; and he added, "If a game is worth anything, things must be decided the way they really are."

This made Bob so angry that he struck his opponent. Ned, who was no coward, raised his arm to return the blow.

"Remember our sportsmanship pledge," shouted one of the members of his team. Instantly Ned lowered his arm, and controlling his rising temper he walked quietly back to his place.

The captains finally agreed to retire Bob and continue the game. The inning closed without a score for Bob's companions, while the other team came to the bat with confidence and easily won the game.

Self-Respect Restored

A young man had taken money from his employer in order to buy something that he had long been admiring in a certain store window. It was the first time he had ever taken anything that did not belong to him. That night something kept repeating, "You are a thief, you are a thief." Even the ticking of the clock as he tried to go to sleep seemed to whisper these words.

All night long he thought about it. By morning he had decided to return the money no matter what it cost him. He dreaded to meet his employer, but he was sure it was the only thing to do if he ever wanted to respect himself again.

As he walked into the private office and laid the money on the table, his employer said, "Where did this money come from? What does this mean?"

The young man then explained how and why he had taken the money.

"How did you come to return it?" asked his employer.

"I brought it back, sir, because I must always live with myself and I cannot bear to live with a thief," was the reply.

"I know it is hard to return the money and to confess what you have done," said his employer, "but you will find it is worth all that it has cost you. It is the only way by which you could hold up your head again among the only men who are worth while, that is, the men who can be trusted. You may go back to your position, for I am sure that I can trust you hereafter."

A Clean Mind and a Kind Heart

A lady with a large sum of money in her purse was crossing one of the parks in the city of New York very early one morning when few people were about. As she hurried along, she saw a shabbily dressed man sitting, with his head bent, on a bench a few yards away. He looked so disreputable that she feared to pass him.

Suddenly he arose, moved around to the back of the bench, and picked up something. Then he began to climb the tree which was above the bench. She watched him and saw that he had picked up a little bird that had fallen from the nest. With great tenderness he was placing it safely back in the nest.

At once the lady knew that she had nothing to fear from such a man. He had proved that he had a kind

heart. As she passed the bench, the man looked at her and smiled. Sure enough, his face was as kind as could be.

He was evidently poor and appeared neglected, but his face showed that he had a clean mind and a kind heart.

Some Things You Cannot Control and Some You Can

You cannot control :

1. The outline of your countenance, but you can control its expression.
2. The other person's opportunities, but you can grasp your own.
3. The distance of your head above the ground, but you can control its contents.
4. The other person's faults, but you can see to it that you yourself do not develop faults that annoy others.
5. "Hard times" or "rainy days," but you can bank money now and be prepared.

Why worry about the things you cannot control? Use your energy controlling the things that you can.

Things to Think About and Things to Do

1. Dramatize the story of "An Indian Boy's Triumph."
2. Why did the Indian insist on a *full* pail of water?
3. How did Abie show self-control? Why was it difficult for him to do so?
4. Give some of the ways that boys and girls of to-day can show self-control.
5. What are the three tests that should be applied before a story about another is repeated?

6. Why did Mr. Wedgwood break the beautiful vase?

7. Why does taking something that does not belong to one or telling something that is not true take away self-respect?

8. Give an instance to show the bad effects of losing one's temper.

9. Why is it not safe to judge a person by the clothes he wears? Give illustrations from your reading or from experience.

10. In the appendix you will find Professor Hutchins's Code. The Law of Self-Control is the first in the code as here printed. Commit to memory the four points under this law.

CHAPTER VIII

THE LAW OF KINDNESS

A Part of the Code

“GOOD Americans are kind.” Isn’t this a fine slogan to keep in mind when planning ways in which to become America’s best citizens?

Professor Hutchins must have thought so, for this statement is placed at the very beginning of “The Law of Kindness.” Turn to the appendix and read Section III of the code. Notice that the author states that every unkindness hurts the common life of our people while every kindness helps it. This certainly gives us strong reasons for trying to find ways in which we can be kind and helpful to other people.

Since the first settlers came to America, people of different races and conditions have found their way here from all parts of the world. How shall we mold them all into a great nation? This is a question which we must all help to answer.

It will not do to have one person dislike and ill-treat others simply because they are of a different race, or happen to have been born in another country. A kind heart will help us see the good in every one and will lead us to seek the best ways of living and working together for our America.



IMMIGRANTS AT ELLIS ISLAND

Men, women, and children coming here from many different countries must understand American ideals before they can become good citizens.

There are many ways in which a good American can practice the law of kindness. See how many of these you can discover while reading the remainder of this chapter.

A Kind Thought

“I wonder what I can do to help,” said Francis to his sister. “Yesterday I heard mother say to one of the neighbors that many cares were bringing gray hairs. I didn’t just understand what she meant, but it has made me wonder what I can do for her.”

Some one called his sister and he was left to think out his problem alone. Just then his eye happened to fall on a picture in a magazine that was lying on the table near him. He moved over to the table in order to read the paragraph beneath the picture. After a while he exclaimed, "Yes, I'm going to try it."

For some time he had been saving his money, and when he opened his bank and counted his pennies he found just the amount he needed. He slipped the coins into his pocket and hurried to a store.

"Please give me a bottle of hair tonic," he said to the clerk. "What kind?" came the reply. The name found in the magazine was promptly given and the clerk proceeded to wrap up the bottle. When Francis put his hand into his pocket there was no money there, but the tiny hole into which his forefinger slipped told its own story.

A kind old gentleman who had been watching Francis with much interest listened to the boy's tale and then said, "I know a better way to help your mother and it won't cost you a cent. Every time you make your mother smile it keeps a gray hair away." They talked the matter over and the boy decided to go home and try the game.

He told his sister all about what had happened and explained the new plan. She liked it and agreed to try it with him. Soon they were both looking for opportunities to make mother smile. They were surprised to find how many opportunities there were to help.

Their mother was pleased with the thoughtfulness of the children for her comfort, but she did not guess their secret. Francis and his sister noticed their

mother's frequent smile of appreciation and were convinced that the new plan was a success.

Kind Thoughts Lead to Kind Deeds

It is thought for others that prompts a person to give up his seat in the street car to a lady or an older person; that leads him to carry bundles for a companion; and that causes him to do many other little acts of kindness that make him welcome wherever he goes.

When Dr. Steinmetz, the great electrical engineer, died, those who knew him best spoke of him as a man who was always kind, courteous, and even-tempered. Even the elevator operator in the building where Dr. Stein-



A KIND THOUGHT HAS LED TO A
COURTEOUS ACT

metz worked knew him as the man who always said "please" when he called the number of the floor and "thank you" when he got out. Is it any wonder that everybody in Schenectady, his home city, knew him and loved him?

A Good Scout

A Girl Scout was attending one of the big football games of the season. The immense crowd was cheering and singing with great enthusiasm. Every one was enjoying the game except a queerly dressed old lady who seemed to be troubled about something.

It was not long before Alice saw the perplexed look on the old lady's face and said, "Girls, what do you think is troubling that dear old lady? She doesn't



A GIRL SCOUT ON DUTY

A girl scout is required to spend a certain amount of time caring for children.

seem to be having a good time at all." Her companions only laughed when they caught sight of the queer costume. They considered it a joke; and, after making some amusing remarks, they gave their attention to the game.

"A good Scout is always courteous and kind," something kept repeating; and Alice quietly left her companions for a seat beside the old lady. As she explained the game, the face of her new-found friend began to brighten. Pointing to the best player on the team, the old lady said, "That is my son and this is the first time I have ever seen him play. I do not know much about the game, but your help has aided me in following the various plays. I shall want you to meet my son when the game is over."

How do you think the other girls felt when they saw the hero of the game shaking hands with Alice and heard him thank her for her kindness to his mother?

Courage and a Kind Heart

In New York city an East River ferryboat is nearing her slip. The passengers are crowding forward, all eager to make the landing as soon as possible. Suddenly there is a loud cry, a sickening splash, and a man and little boy who have fallen from the deck are seen struggling in the water. A thrill goes through the crowd as a young Italian lad dressed in his street clothes, taking no thought for himself, dives from the pier and swims toward the struggling man and child.

He reaches the little child and with swift and telling strokes makes for the shore. As soon as the child is safely landed the lad swims back for the man, — but

the man sinks for the last time before his would-be rescuer is within reach.

The onlookers crowd about the young life saver and ply him with questions. What is his name? Where does he live? Some one hears the name Giuseppe Genovese, but the lad disappears in the crowd so quickly that no one is really sure who he is.

When the news of the daring rescue reached the Ace High Medal Society, the members voted to bestow on the young Italian its gold medal reward for the bravest deed of the year. But how were they to find him? They advertised in various papers, but that did not induce Giuseppe to reveal his whereabouts.

At last, determined friends brought him forth, and the mayor of the city was able to make the formal presentation of the medal. It was then learned that the young man, who was the son of an Italian immigrant from Sicily, was working nights to help support his sister and her many children. He gave as his favorite recreation reading fairy tales to the children and listening to the phonograph as it reproduced the music of his native land.

The Cheer-up Club

“ We believe in a friendly call, a helping hand, a word of cheer, and a smile that will carry happiness many a mile.” This is the slogan of a public school club that is trying to find as many ways as possible of showing kindness to others.

The members of this club write letters to classmates who are obliged to remain away from school. Committees as well as individual members visit those who

are sick. The club sends magazines, flowers, and fruit to those who are recovering from a long illness or a serious operation. In such ways the boys and girls of this club carry good cheer and happiness to their less fortunate members.

One of the girls in this school was out for a long time with scarlet fever. Of course, the members of the club could not visit her, and for many weeks the reports from the sick room were far from encouraging. At last the club learned that Elsie was able to go about the house, but could not attend school because of trouble with her eyes.

This trouble gradually increased, and one day word came that their classmate would never be able to see again. As soon as this was known, they all decided that they would try to help Elsie see through their eyes.

One morning when Elsie was feeling more downhearted than usual, her mother entered the room carrying a letter in her hand. "Here is a message from your schoolmates, Elsie," she said, and in a cheerful voice she read the following letter :

Dear Elsie :

The good news that you are going to return to school has just reached us. How do you suppose it was announced? You know how big, awkward Tom Giles always wants to be the one to tell any news, if it is cheerful.

Well, when we were about to leave the assembly this morning, Tom got up and walked to the platform. He stumbled over a large palm, and caught his foot in the curtain; but he forgot to be shy this time because he was so anxious to tell his news.

Before any one could do more than wonder, he called out, "Elsie will be back in school on Monday. All those who want to give three cheers, come on." Then we gave three rousing, ear-splitting yells.

Marjorie and I have arranged to call for you at eight o'clock Monday morning, so we can visit on the way to school. We promise you a royal welcome; for every one, teachers as well as pupils, will be so glad to see you. We shall all do everything we can to help you make up the work you have lost.

Your friend,
Alice Gray,
Sec'y of "The Cheer-up Club."

For the past two years some member or members of the club have called for Elsie and taken her to school, chatting with her as usual and trying in every way to make her forget that she cannot see. Each night after school, some one of the group has spent time helping her prepare lessons for the next day, and every member of the club is delighted over her splendid progress.

The efforts of the club, however, are not limited to the things that are done for its members. At Thanksgiving time tempting baskets of food are prepared and distributed by club members to the poor people of the neighborhood.

In the last week of school before the Christmas vacation, crippled children are brought to the large assembly hall by friends of the club who have automobiles. They enjoy a real party with a Christmas tree and an entertainment followed by cakes and ice cream. Each of the little ones goes away happy, hugging a Christmas present that is "just what he wanted."



A PARTY GIVEN BY THE CHEER-UP CLUB

This party was for the shut-in people who are so often neglected by thoughtless boys and girls.

Perhaps the most interesting event of the year is the party for the "shut-ins," aged people who are living alone and are unable to get away from home.

Various social and charitable associations help the club locate the guests and give the invitations. Some fraternal organization in the city furnishes automobiles to take the guests to and from the school. Thus adult

members of the community enter heartily into the spirit and plans of the Cheer-up Club.

Members of the club greet the guests at the door, help them into the building, and make them comfortable. A special program including music, folk dances, and a playlet is provided. At the end of the entertainment light refreshments are served.

"I haven't been out of my own home for two years," remarked one of the old ladies who came to the last party.

Another guest who greatly interested the members of the club was a dear old lady who was totally blind.

As one of the girls expressed it, in speaking of the gentleman who called for this guest, "A brave knight indeed was he, for he helped the little blind lady to get ready to come and carried her in his arms to his beautiful automobile."

When the party was over, as these two were leaving, the brave knight said, "I never had such a good time in my life."

The little blind lady added, "Please tell these dear children 'God bless them!' I, too, never had a better time in my life. I shall be happy thinking about this party for many a day."

There was also an old gentleman among the number whose wife had not been able to leave her bed for many years. Day after day he had sat by her side. There were tears in his eyes when he said in departing, "I shall tell my wife how lovely these children have been to me. This little gift and box of candy will make her very happy."

Each of the guests carries away some little gift as

a reminder of the occasion, and all look forward to being invited again next year.

Kindness to Animals

It was George T. Angell who founded the Massachusetts Society for the Prevention of Cruelty to Animals. He was a great lover of animals and spent most of his long life in teaching people to be kind to all living creatures. One of the ways in which he accomplished this was to form organizations known as "Bands of Mercy." The movement has continued to spread until now there are more than three million



AN AMBULANCE FOR HORSES

This ambulance is maintained by the New York Society for Prevention of Cruelty to Animals.

members enrolled in the many Bands of Mercy scattered throughout the United States.

The object of these organizations is to help boys and girls understand animals and so have a feeling of kindness towards them. The members promise to do all they can to relieve animal suffering, and, as far as they can, to speak for animals. The simple pledge taken by the members reads: "I will try to be kind to all living creatures, and will try to protect them from cruel usage."

Mr. Angell believed that boys and girls who feed the birds, who sometimes stop to pat a horse or a dog, and who always speak kindly to all lower creatures, grow up to be the kind of men and women who make considerate and kind-hearted citizens.

Garibaldi's Thoughtfulness

On a cold, foggy night in early fall Garibaldi, the great Italian general, was camping in the mountains. A shepherd found his way into the camp and asked to see the great leader. On being informed that Garibaldi was very busy he said, "I am sure he will see me, for I have lost one of my lambs." Because of his insistent pleading the soldiers decided that it was useless to put him off and so led the way to Garibaldi's tent.

The great general listened patiently to the story and was about to give orders to some of his men to accompany the shepherd, when suddenly he wheeled about and said, "I'll go with you myself."

Together they went out into the darkness to search for the lamb. Hour after hour they hunted, but not

a trace of the little creature could they find. At last they gave up and returned to the camp.

But Garibaldi kept thinking of the lost lamb wandering in the lonely mountains trying to find its way home. After the others were all asleep, he stole out alone to make one more attempt to find it. At last he heard a faint cry; and, getting down on his hands and knees, he peered into a deep crevice in the rocks. Sure enough, there was the little lamb. With great difficulty and at the risk of his own life, Garibaldi cautiously made his way down into the crevice, rescued the lamb, and carried it back to camp. The next morning the servants found them both asleep, lying together on the same small cot.

Grant's Love for Horses

There are many stories told of the great love of General Grant for animals, especially for horses. From his earliest years his understanding of horses protected him from harm even when he exposed himself in careless ways.

One morning a neighbor rushed into the home of Grant's parents and cried, "Go to the stable at once and rescue your son. He is swinging by the tail of one of the large horses. He may be kicked or trampled under the horse's hoofs and killed."

Instead of being alarmed, Grant's mother went on with her work and smiled as she said, "If Ulysses is with the horses, he is safe. No horse that he is playing with will ever harm him. He has always played in the stables, and the horses know and love him because he is never cruel or rough with them."

Before Grant was in his teens, his father allowed him to drive a bus or stage between Georgetown and the neighboring villages entirely by himself. His father trusted him perfectly with horses and gave him free use of them.

Grant would never allow a horse to be abused. One day during the Civil War, he came upon a man who



GENERAL U. S. GRANT
Statue in Brooklyn, N. Y.

was severely beating a horse. This, we are told, was one of the two times that Grant was ever seen to be very angry. He did not ask the reason or try to argue with the man. He considered the offense too serious. In a loud, angry voice he commanded that the offender be seized and given a similar beating, that he might afterward be less cruel to defenseless creatures.

Without doubt there is a definite connection

between Grant's kindness to animals in his youth and his kindness to soldiers and others when he became a great general. At the time of the surrender of Lee at Appomattox, the Union men began to salute by firing cannon. Grant ordered the firing to cease, saying,

"It will wound the feelings of our prisoners who have become our countrymen again."

He did not require Lee to give up his sword; and he allowed the Confederate officers and men to keep their private baggage and horses. He said, "Your men will need their horses to work on their little farms. I will instruct my officers to let every man who claims a horse or mule take it home with him." Grant also supplied Lee's veterans with food from his own stores.

A Fable

There is an old fable which tells of some boys who were stoning frogs. Suddenly a big frog spoke up and said, "Why do you stone us? We haven't hurt you."

"Oh!" said one of the boys, "we are only having some fun."

"That may be," replied the frog, "but what is fun for you is pain and death for us. Do to us what you want us to do to you."

The Foreign Boy Wins

When Hans Johansen's father accepted a position in this country, the family left Holland, where they had always lived, and came to a suburb of one of America's largest cities.

The boys in the neighborhood were all Americans. When little Hans came out to play one morning, they were amused at the stranger and made fun of him. Hans's trousers reached to his ankles and were plainly homemade. His hair was long and looked faded. He looked quite different from the others. He was very unhappy because he realized this was the reason that

the boys laughed at him and did not invite him to play with them.

Hans sat all alone on his doorstep one day in early spring when the sudden warmth had coaxed the other boys out for a game of ball. Sitting on the curb just opposite him was a small, thin child who was also not playing. Hans wondered why this boy was not asked to play. Then he noticed the shrunken limbs and emaciated frame of the child and saw that the boy was a cripple.

"We have to stay on the outside and just watch," Hans said to himself. "That boy must because he is a cripple; and I, because I am a foreigner and wear different clothes."

The boys ran about shouting to each other and enjoying the freedom of outdoor play after the confinement of the long, cold winter.

Hans's eyes were filled with tears so that he did not see the rapid approach of a strange dog until suddenly he heard loud exclamations and wild cries. One of the boys shouted, "It's a mad dog. Run for your lives. Get away before he bites us."

Hans rose quickly and was about to rush into his own front door when he heard the piercing, shrill cry of the poor cripple, who was unable to run. There he sat, directly in the path of the rapidly approaching mad dog.

Not a moment was to be lost. Hans turned from his own door, which offered safety; and, with all the speed he could summon, he dashed across the street. What did it matter now that his trousers reached to his ankles, or that his hair was long enough to be

caught and tossed about by the wind? Such things troubled him no longer. He was saying over and over, "Can I reach him? Is there a chance for his life?"

The distance across the street seemed very great. But suddenly he was over there, the cripple had been lifted in his strong arms, and Hans was carrying him to the house. How he succeeded in doing it, he could never explain. Once he had to stop and beat off the dog. It was only after he reached his own home that he realized that his long trousers were chewed and torn, and the condition of his strong shoes gave evidence of what the sharp teeth of the dog might have done to the little cripple.

After this there was no question about inviting Hans to play with the other boys. They all agreed with the leader of the group, who said, "It doesn't matter what country Hans came from nor how he dresses. He saved the cripple when we ran away and left him."

Consideration for Those Who Serve

A truly kind-hearted person is always considerate of those who serve him. It makes no difference whether it is the saleswoman in the shop, the maid in the home, the grocer's boy, or the mail carrier. There is always plenty of opportunity to be kind, thoughtful of others, sympathetic, and helpful; and there is no better time to form this habit than right now.

Things to Think About and Things to Do

1. Mention some of the unkind things a good citizen would avoid doing.

2. Suggest some of the ways that boys and girls can be helpful at home.

3. Should a person ever be too busy to be courteous? Give reasons for your answer.

4. Why is making fun of others an indication of poor citizenship ideals?

5. How do you know that Giuseppe Genovese had a kind heart?

6. Which of the activities of the Cheer-up Club do you like best and why?

7. Make a list of the ways that such a club in your school might help in showing kindness to others.

8. Is there an organization in your community which seeks to relieve animal suffering? If so, get some member of the organization to tell you what has been accomplished, or send a committee to look up the matter.

9. Do you agree with Mr. Angell that people who are kind to animals make better citizens? Give illustrations to prove your answer.

10. Was it because Hans was a boy of foreign birth that he saved the other boy who could not run? Explain your answer.

11. Write a paragraph on "Helping Those Who Serve Us."

CHAPTER IX

THE MEANING OF TEAMWORK

The Football Player

IT was in the month of November. Tom was the captain of the football team in a small college. He had been at home for a few days because of the illness of his mother. He was now hurrying back for an important



A FOOTBALL SKIRMISH

The members of a football team must all work together in order to win.

game that was to be played on the following Saturday. He looked thoughtfully out of the car window.

The first snowstorm of the season was in progress, and the little flakes were clinging to each other and rapidly forming a thick covering over the slightly frozen ground. To Tom they seemed to be saying, "I'll help you and you'll help me and then what a wonderful covering there'll be."

"Just what we must do if we are going to win this next game," thought the young man. "One of us doesn't count so much, but if we all stick together and work hard for the team, we have a fine chance of winning the game. It doesn't matter that we have been defeated so many times."

"I'll help you and you'll help me, and then what a wonderful team there'll be." These words kept repeating themselves in his mind and he went back to college to put new enthusiasm into the whole team.

A City School

A large city school had been built in the corner of a public park which was the particular pride of the city. The mayor and the park commissioners were very anxious that nothing should happen to mar the beauty of this park and so they called upon the principal of the school and had a long talk with him.

After they had gone, the principal called all the boys and girls together and told them about his talk with the city officers. He explained how eager they were to have the school take good care of the park, which was named in honor of the mayor.

When school closed the boys and girls talked it all over, and the next day they came back to school with a plan. They told the principal that they had decided to call themselves "Guardians of the Park," and to adopt for their motto, "I'll help you and you'll help me, and then what a wonderful park there'll be."

They realized what a fine thing the city had done for them in building the school within the boundaries of the park. They were determined to show their



A WELL KEPT SCHOOL YARD

Do you think these boys and girls will make good citizens? Why?

appreciation by the way in which they took care of this city property. The mayor and the park commissioners were delighted when they learned that all the boys and girls would help take care of the park.

Because fourteen hundred children worked together, they accomplished surprising results. The park was always neat and well kept, and remained as before, one of which the whole city was proud.

A School in the Country

Just before the opening of the fall term, if you had rounded a certain turn in a very attractive country road, you would have come suddenly upon a neglected school building and grounds. There wasn't even the slightest suggestion that there had ever been a flower bed. Stones and old tin cans were scattered about,

mingled with the dead branches that had fallen from some of the trees.

Had no one ever cared for this place? Yes, the fine old trees seemed to suggest that, a long time ago, some one had tried to make this school yard attractive.

The long summer vacation was over and the boys and girls were beginning to wonder what the new teacher would be like. The teacher had been spending part of her vacation at a summer school noted for its school spirit. She had liked the way the students worked together and took an interest in everything that helped the school. When she saw this neglected school she decided to show her pupils how to work together in the same happy way.

When the pupils came trooping in that first morning in September they found the following motto on the front blackboard, "I'll help you and you'll help me, and then what a wonderful school there'll be." As a part of the opening exercises the teacher referred to the motto and asked the boys and girls to suggest some ways in which they could all work together.

In October the county commissioner of education visited the school. He had heard something about the changes that were taking place, but he was not prepared for the pleasant surprise that awaited him. The grounds had been cleaned up, flower beds had been prepared for the bulbs that were to be put in later on, swings had been put up for the little children, and a basket ball court had been laid out for the older ones. Even the baseball diamond had taken on a more orderly appearance, for the old flat stones that slid about had been replaced by properly made bases.

The enthusiasm had spread to the grown-ups, and the schoolhouse had just received a coat of white paint.

On entering the building, the commissioner found a happy, helpful spirit among the pupils. Every one seemed to work because he enjoyed it. There was evidence of the finest kind of teamwork. The boy who directed the physical exercises did so with real pride in the response of his mates. The face of the girl whose turn it was to look after the little children at recess showed that she was glad to take such responsibility.

The teacher and children were working together to make this school a real community. They were all proud of everything that had been accomplished. They were all working to keep up the good name of the school, whether it was in the regular work of the classroom or in the appearance of the grounds. They were learning to care for public property which older people paid for in taxes. In fact, they had a wonderful school because they themselves had all worked together to make it so.

Teamwork an American Trait

The very name of our country, The United States of America, suggests teamwork because the word "united" means together. There have been several times in our history when some of the states have not wanted to work with the others; but on every occasion the American idea has won, and the states have kept together.

Working together is known by grown-ups as co-operation, another name for teamwork. Teamwork means thinking of others as well as of yourself, and doing your part as well as you can.

American boys and girls have an unusual opportunity to develop good teamwork through sports and games. It was the teamwork thus developed that counted so much when our soldiers went across the sea to do their part in the World War.

The right kind of play helps anybody to control his temper as well as his muscles and to work with others for the success of the team or group. Almost without thought he learns to forget himself and to keep his mind on winning the game no matter what happens.

Doing one's part whether it be in work or in play is a distinctly American trait. No one wants to be called a "slacker." It is coöperation and not finding fault that counts. Theodore Roosevelt once said, "Real service is rendered, not by the critic who stands aloof from the contest, but by the man who enters into it and does his part as a man should."

A good American will always work as well as play in friendly coöperation with his fellows. In talking to a large body of workmen who were gathered at a convention, Woodrow Wilson, who was our President at the time, said, "Let us show ourselves Americans by showing that we do not want to go off in separate groups or camps by ourselves, but that we want to coöperate with all other classes and all other groups in a common enterprise. I would be willing to set that up as the final test of an American."

A Hindu Fable

There is an old Hindu fable which suggests how much we all need each other. It tells about an argument

that took place one day in a blacksmith shop. The conversation was something like this :

The furnace said, " If I stop burning, the shop must close."

The bellows immediately spoke up and said, " If I cease to blow, the fire will go out."

The hammer and the anvil protested, each claiming credit for the work done in the shop.

At last a plowshare, which had been made by the blacksmith who used the furnace, the bellows, the hammer, and the anvil, cried out, saying, " It is not each of you alone that keeps the shop open, but all of you working together."

They All Helped

Down in one of the back streets of a large city lived a man and his wife with their four children. They were quite unhappy in the little dark tenement and longed to live where there were grass and trees and flowers. But it took all they could earn to live where they were.

One day a lady who was visiting them told of an attractive little house that she had seen. In the morning paper it had been advertised for sale. She said to the mother, " Fifty dollars a month would be all you would need to pay to secure it, I am sure."

That night the mother asked them all to talk it over with her, and see if they couldn't buy the house. She said, " I have two hundred dollars that my mother left me. I will give some of that each month."

The father said, " I will stop smoking and give that money."

The older sister said, "I will work for our neighbor on Saturdays and give that."

John said, "I will sell papers after school and earn something toward the house."

Mary said, "I will pick berries all summer and sell eggs in the winter."

Then all had spoken but little James. What could he do? No one knew; but mother smiled and said, "We'll find some way, you may be sure, for James to help. Just wait and see."

Now James liked to buy candy and gum and ice cream cones. That night mother suggested that he could help by saving that money and she gave him a new bank in which to save what he would.

Did they buy the house? Indeed they did. They are living there to-day, all helping to pay for it and all enjoying the grass, the trees, the flowers, and the attractive little home.

Our Dependence upon Each Other

One man alone could neither build our railroads nor construct the wonderful bridges that span our great rivers. The men who work in factories have to depend upon other men to cultivate the fields in order that they may have food. The farmers in turn depend upon the workers in our factories to make their clothing and their farm implements and provide them with necessary building materials. Still other men must work in the mines in order to get the coal and the iron which the great industrial plants must have. Teamwork gives us our comfortable homes, makes possible modern

business and industry, and provides the many improvements that make living easier for every one. Without teamwork we should have to go back to an uncivilized way of living.

From your lessons in geography you have learned how one part of the world furnishes products that another part needs. So you see the people of the whole world are really working together. As we learn to work together better, the welfare of our country and of the world will be increased.

Teamwork Suggestions

Here are a few laws or rules of teamwork. Keep them in mind and they will help you in your effort to be a good American :

1. In whatever I do with others, whether it is work or play, I will try to do my part and to help others in doing theirs.
2. I will always try to do my part cheerfully, as that is better for me and more helpful to others.
3. I will endeavor to discover my own part and so not trouble others to point it out to me.



BRIDGE BUILDERS

It takes a number of men working together to put in place each section of a bridge.

4. I will try to remember what others have done for me, and will help others in return.
5. As a good American I will do my part whenever and wherever I have an opportunity.

Things to Think About and Things to Do

1. What do you think of a player who does not plan and work at all times for the good of the team?
2. Suggest some of the ways that the pupils in your school can show that they are already trying to be good citizens.
3. Who should have the greater credit and why: the person who always does things alone or the one who always does his part in working with others?
4. What does "school spirit" mean to you?
5. Repeat the motto that helped both schools mentioned in this chapter.
6. Give the reasons for the improvement in the country school.
7. Make a list of the things that could be done to improve your school.
8. Why is teamwork so necessary for success under our form of government?
9. What is meant by the expression, "It is coöperation and not finding fault that counts"?
10. Give an instance of something you have enjoyed more than you otherwise would, because you have had a share in doing or making it.
11. Discuss the following statement: The farmer is of more value to the community than the man who works in the factory. What do you think about it?
12. Make a list of teamwork suggestions that you are going to try to follow.

CHAPTER X

FAIR PLAY

A Class Meeting

"I THINK our trouble as a class is that we do not play fair," was the way one boy expressed it. The home-room teacher had called a special meeting to discuss complaints that had been made about this class by other teachers in the building. One teacher had reported disorder in the halls, another teacher had complained that they were noisy, while a third teacher had spoken of them as a group of disturbers.

After considerable discussion, during which it was frankly admitted that the class had not been a credit to the school, the members decided to adopt "Fair Play" as their class motto. They also arranged to have this motto placed in front of the class whenever any of its members seemed to forget their agreement. Then they drew up the following rules:

1. We will obey all rules agreed upon, for they are made for our good and the good of others.
2. We will try to pass in a quiet, orderly manner when going from one classroom to another.
3. We will work together to carry out our class motto, "Fair Play."
4. We will do our best no matter who the teacher may be.
5. We will play fair and do the right thing whether in school or out.

What do you think of these rules?

Play to Win but Play Fair

We play games chiefly because we enjoy them, but of course we like to win if we can. There is no real satisfaction, however, in winning if we fail to observe the rules of the game, or attempt to injure a player on the other side in order to put him out of the contest.



A SEALER OF WEIGHTS AND MEASURES

Inspecting a scale in a city market to see that customers get as much merchandise as they pay for.

A football coach who had high ideals called his squad together for a talk on fair play. After discussing the rules of the game, he pointed out certain foul plays that were sometimes used by teams determined to win at any cost. He closed his remarks by saying to the boys, "If I catch any one of you attempting any of these plays, I will send him off the field for the season." This coach

realized that a boy who can't play fair in a game will make neither a desirable team member nor a good citizen.

We all dislike the person who wins by cheating, not simply because he has beaten us, but because he has won unfairly and we know that he cannot be trusted. What one of us would buy from a grocer who gave short weight, or a shopkeeper who overcharged his customers? Yet to cheat in any game or athletic contest is just as dishonest and crooked. The reliable business man builds a reputation for fair and honest dealings; and the true sportsman is fair and square in his play under all circumstances.

He Couldn't Play Straight *

The purchasing agent of a great concern had just left a certain club when a young salesman stepped up to Mr. Johnson and said, "I would give anything if you would introduce me, at some favorable time, to that man who has just gone out."

"Why is that?" replied Mr. Johnson.

"I have been sent here by my firm," was the answer, "to make a big deal with that man. My whole business future depends upon my success. My house will accept no excuses if I fail."

"It is a small favor to grant," said the other, "although you will have to make your own way with him. I will take you to his office Monday morning."

The young man thanked him profusely and then suggested that they play a game of billiards together. Mr. Johnson, though rather tired, agreed.

During the progress of the game Mr. Bond, the

* Adapted from "So Crooked He Couldn't Play Straight," in *The Honesty Book* published by the National Honesty Bureau, 115 Broadway, New York, N. Y.; printed by permission of the National Surety Company of New York.

purchasing agent, strolled back into the room and stood watching the players closely.

Monday morning came, and Mr. Johnson took the young salesman down to Mr. Bond's office, and sent in both their cards. As they came down a corridor the purchasing agent, who was standing where the young man could not see him, beckoned to Mr. Johnson to come, alone, into his inner office.

"Jack," said he angrily, "why are you proposing to trade your fine standing for the sake of introducing such a man to me?"

"Frank," exclaimed Mr. Johnson in surprise, "what in the world do you mean?"

"You saw me watching you two play the other evening. Didn't you know that that fellow was cheating you every time he got a chance? I wouldn't buy goods of such a man if he were the only man in the world."

A Father's Appeal

Under the title, *A Letter to a Relative*,* Irvin S. Cobb has written a story in which a father sends a letter to his son making a strong appeal to him to play fair in the game of life. The following quotation from the letter applies equally well to every American boy and girl.

"Try always to be a good sport. By this I mean, to be a good sport not only in your games and in your studies, but in every situation which arises between you and anybody else or anything else. It's not always so easy to do this as it may sound. It means that

* Selection from *A Letter to a Relative* by Irvin S. Cobb, reprinted by permission of the George H. Doran Company, Publishers.



A DEFEATED CAPTAIN CONGRATULATING HER RIVAL

always you must go in to win but to win fairly. And if you win you must try not to be a greedy winner, and if you lose you must be a game loser and not a quitter, and you mustn't whine over the result or sulk, but just make up your mind to wait for the next chance and try harder than you tried the first time.

"I believe the big reason why we have been able, here in this country, to have a republic and to keep on having it is because, as a nation, we are a nation of good sports. The same thing is true of the British and of some of the smaller countries. It is a thing for you and for me to be proud of. Being good sports has taught us Americans self-control, and self-control is only another name for organized self-government, and that's only another name for a representative form of government such as we have.

"You'll see, as you grow older, that the nations which do not seem to be able to run themselves are usually the nations that do not have the kinds of sports that we have. They don't take a hand in their national games; they sit and watch them being played. That's the reason why they can't understand how it is that a fellow who maybe knows in advance that he's certain to be beaten will play all the same just as hard as he can, and take his licking, and come up grinning and be ready to shake hands with a chap who beat him. That's true, as you know, of amateur baseball and football and all good outdoor games, and it's just as true of a nation or of a state or of a city election. Those other nations may be just as brave as we are, but we've learned that, win or lose, the most important thing is to abide by the referee's decision."

An American Who Would Not Desert the Helpless*

A Chinese ocean steamer was plowing her way to the north with all her might, but storm and wind and wave were all against her. On board there were some Chinese officials, and a few foreign travelers. In the steerage there were many Chinese coolies who were on their way to the northern port of Vladivostok. In their own home towns there was little work and much want, but in Vladivostok there was plenty to do and good pay for the service. So they had left their homes.

Among the foreign passengers was a strong, young American by the name of George Cornwall.

The storm had driven the ship out of her course and one night when the wind blew a gale and the waves ran high, the vessel struck a rock. There was a thud, a shiver of the great ship, and then the call to the decks. The lifeboats were lowered and manned. The cabin passengers were helped down into them, while the steerage passengers, wild with fright, were driven back to the rear of the ship. Twice the captain beckoned to Cornwall to go down the ladder, but both times he only motioned to the crowd of women behind him.

The officers and crew began to fill the remaining places in the boats and the captain turned again to Mr. Cornwall, imploring him to leave the ship.

"You are an American and we shall be in trouble when we get to a port if we leave you here. I beg of you to take a place," he said.

"Why should you leave all these and take the places

* Adapted from *Around the Camp Fire with the Older Boys*, by Margaret Eggleston, Copyright, 1921, George H. Doran Company, Publishers.

yourselves?" said Cornwall. "They too, are passengers."

"Why should we give them our places?" said one of the crew with a laugh. "They are only coolies. They are Chinese cattle. Come along."

"But they are human beings and I shall not leave them. While they are here, I shall stay," answered Cornwall. "If we can survive the night, some way will suggest itself."

So the captain and his crew rowed away from the sinking ship to safety. Only one man was not afraid and that was George Cornwall. He was unwilling to save his own life by deserting helpless women and children. He had to plan a way to save them all.

The long, weary night dragged away. Would the morning never come? Perhaps their signal for help would be observed if it were light.

The young man spent much of his time trying to calm those on board, cheering them, and in many ways endeavoring to keep up their spirits.

Toward morning the storm abated and the wind died down. Soon Cornwall could see the shore. Perhaps now he could save them.

Quickly he went below and put on the bathing suit he had brought with him. Then he brought to the deck many coils of rope which he had been collecting during the night. About his waist he firmly fastened one end of the lightest rope. The end of this he tied to another, and the end of that to another, until a large rope was the last to be added to the long line.

When all was ready, he spoke a few quieting words to the coolies. He told them what he intended to do

and that he would come for them after a few hours. Then he dived from the ship into the sea.

In college he had been a strong swimmer, but this was different. Now lives were at stake. The rope, light as it was, hindered him and the water seemed very cold. But on and on he swam.

At last, tired and exhausted, he reached the shore and removed the rope, tying it to a tree. His body was numb from exposure.

If only he could lie down and sleep and sleep, how glad he would be. But out on the ship were many, many people, afraid of the dark, cold water and the sinking ship. They were waiting for him to redeem his promise to save them. So he rested only a few moments and then he began to tug and pull. Length after length he pulled in the rope until he had the end of the large rope that would hold a good amount of weight. This he fastened firmly to the tree and then with tired body but loving heart, he went back, hand over hand, along the rope to the ship to encourage the coolies to use the rope as he had done and try to get safely to land.

How they loved him as they saw him coming back after them! How they trusted him as they started to go alone through the cold water with the waves beating against them! How they cheered as he followed the last coolie to the shore! Not one of them had been lost.

Men, women, and children did their utmost to express their supreme gratitude for his brave act. But his greatest satisfaction came from the fact that he had not deserted his comrades in distress.

Things to Think About and Things to Do

1. Why do we have rules in a school?
2. If we are not fair with others can we be fair with ourselves? Explain your answer.
3. The young salesman cheated because he wanted to win the game. Did he really win? Did his winning prove that he was the better player? What did he gain?
4. Why wouldn't Mr. Bond buy goods from this salesman?
5. A man bought damaged tools from a certain hardware merchant and sold them as first class. Why wasn't this fair if people were willing to buy them?
6. A boy finds a pocketbook containing money but no address. What shall he do with it?
7. Why do we have umpires at ball games, and judges for all contests?
8. In the father's letter to his son, what is meant by "greedy winner," "game loser," and a "quitter"?
9. Why was the captain's treatment of the Chinese coolies unfair?
10. What traits of a good American were shown by Cornwall?

CHAPTER XI

SEEING BOTH SIDES

What Clarence Owed

CLARENCE was nearly through the sixth grade of the elementary school and was looking forward to the next term, when he expected to enter the fine new junior high school that had recently been opened. He was sure that he was going to be one of the leaders in the school activities for he was quite confident of his ability to do things. The boys and girls liked him, but they sometimes felt that he was rather selfish.

One of Clarence's worst faults was his habit of thinking that everything could be paid for in money. He felt that when he went on an errand for his mother he should be paid for it. If he had good marks on his report card, as he usually did, he thought his father ought to pay him.

It was the last Friday in the month and report cards were due. Clarence fairly beamed with delight when he took his card from the envelope and saw the row of excellent marks. That afternoon he could hardly wait to get home. When he arrived he was thinking so intently of his plan that he failed to see his mother who was in the sitting room darning his stockings.

He went directly upstairs to his room which had been specially furnished for him and which contained many

things that could not fail to delight the heart of any boy. He sat down at the shiny new desk that his father had recently bought for him and began to write. After a while he folded the note, placed it carefully in the envelope with his report card, and slipped quietly downstairs to the dining room.

When the family came in for dinner, Clarence's father noticed the envelope at once and opened it with interest. As he took out the report card, the carefully folded note attracted his attention and this is what he read :

Father owes Clarence :

For running errands	\$.25
For daily practice of music lessons	.30
For high marks on monthly report card	.50
Extras	<u>.10</u>
Total	\$1.15

His father smiled but did not say anything. The next morning when Clarence came down to breakfast his father had gone, but there was the dollar and fifteen cents at his place. Clarence began to think he had done a fine piece of work in being so businesslike with his father. But there was a little note carefully folded under the bill, and this is what was written upon it :

Clarence owes Father :

For three good meals every day	nothing
For clothes and shoes	nothing
For doctor's bills during a long illness	nothing
For room and furnishings	nothing
For books and playthings	<u>nothing</u>
Total that Clarence owes Father	nothing

Clarence read the bill through twice; then tears came into his eyes and he exclaimed, "I never thought of it that way before."

As it was Saturday morning and there was no school, he put on his hat and coat and walked straight to his father's store. When he opened the door of the private office, his father looked up in surprise and said, "Good morning, Clarence. What's up?"

"I want you to take back the money," Clarence replied. "I never thought of your side of it before, and I am glad you have helped me to see it now."

A Different Point of View

Mary and her brother George were spending their Christmas vacation with their grandparents in the country.

Their cousin Henry lived across the street and the two boys had great fun playing together. At the top of the hill just across the meadow they worked the greater part of one day building a snow fort. The boys spent most of the day playing about this fort and seemed to enjoy the sport very much.

Mary was shy and remained at the big house with her grandmother. She watched the boys at their play and wondered why they hadn't asked her to join them.

The next morning, when the boys were preparing to make a trip to the fort, Mary summoned all her courage and begged, "Please, boys, let me go with you to-day. I'm so tired of staying in the house all alone. I watched you out there yesterday, and you seemed to have such a good time. I won't spoil your fun even if I am a girl."

At home, George had his own friends and Mary had hers. They seldom played together. This particular morning George wanted to have his cousin all to himself. He feared that his sister might be in the way, so he replied quite condescendingly, "You see, Mary, I don't think it would look just right for a girl to play with boys, even if it is in the country."

George and Henry trudged away over the white snow, their sleds trailing behind them. Mary, with nose pressed against the windowpane, decided that boys were very selfish.

After supper that evening, as the family sat about the crackling fire in the large living room, George and Henry were whispering together and seemed to be hatching up some plan. Finally, George stepped over to Mary's side and said, "Mary, won't you please come into the kitchen and help us make some fudge?"

"I'd be glad to," replied Mary, with a merry twinkle in her eyes, "but do you think it would look just right for me to be in the kitchen with two boys, even if it is in the country?"

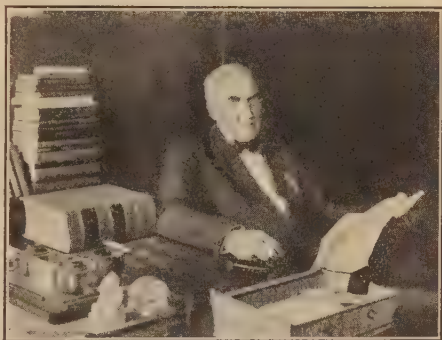
"Your own words, George," spoke up Henry, as soon as he recovered from a hearty laugh in which the grandparents joined.

George's face grew red; he tried to reply, but for a moment could find no answer. For the first time he realized how unkind he had been that morning to Mary. At last he too joined in the laugh and said, "Well, we're even, Mary. But to-morrow Henry and I have planned to skate on the big pond in the pasture; it's frozen over and there is no danger. I'm sure three can have more fun than two."

"After such a promise, I think I should like to make some fudge," said Mary, as she led the way to the big kitchen.

The Harding Newspaper Rules

When Mr. Harding was nominated for the presidency in 1920 he was not so well known as some of the other candidates who were suggested for the office; but people soon learned much about him. Among other things that helped the people to know and understand him was the set of rules which he had made for the guidance of every reporter on the paper of which he was at one time both editor and proprietor. Here are some of the things that he asked his fellow workers to do.



WARREN G. HARDING

Before Mr. Harding became President he was editor of the *Marion Star*. This picture shows him at his desk in the newspaper office.

1. Remember there are two sides to every question. Get them both.
2. Be truthful. Get the facts.
3. Mistakes are inevitable, but strive for accuracy. I would rather have one story exactly right than a hundred half wrong.
4. Be decent, be fair, be generous.
5. Boost — don't knock.

6. There's good in everybody. Bring out the good and never needlessly hurt the feelings of anybody.

7. In reporting a political gathering give the facts, tell the story as it is, not as you would like to have it. Treat all parties alike.

8. Treat all religious matters reverently.

9. If it can be avoided, never bring ignominy to an innocent man or child in telling of the misdeeds or misfortunes of a relative.

A leading journalist made the statement that these rules had more to do with his favorable attitude towards Mr. Harding as a candidate for the presidency than any of the campaign speeches. Undoubtedly many voters who read these rules had the same feeling, and were convinced that a man who would ask others to follow such principles would be a kind, generous, and considerate leader.

Warren G. Harding served his country as President a little over two years. His thought for others won for him a real place in the hearts of his fellow citizens.

After the death of President Harding attention was directed especially to his gentleness and courtesy, to his many acts of neighborly service, and to his ability to see both sides of a question in a way that helped him to deal justly with others.

Fred's Thoughtfulness Rewarded

On the Monday morning following Clean-up Week the interest of the citizens in a small western town was aroused by an article in the morning paper. The article commended people for what had been accomplished and especially praised the work done by the school children. It called attention to several sections

of the city which had been long neglected. It pointed out the possibilities of well cared for lawns, of growing flowers, of clean, attractive surroundings. The article ended by stating that the mayor, who was anxious to have his city lead in the matter of attractiveness, had offered a prize to the boy or girl who made the greatest improvement in his home surroundings during



A PARK ON RECLAIMED SWAMP LAND

The small pond at the right was once part of a swamp which covered the entire section. The citizens of the town decided to have the swamp land reclaimed and to make this beautiful park in its place.

the summer months. A committee composed of well-known citizens was to follow the work of the various contestants and so be prepared to make the award at the end of the season.

In a small house located in one of the neglected sections mentioned in the daily paper lived Fred Wise with his mother and an aged grandfather. Fred had worked very hard during Clean-up Week and was well pleased with the changed appearance of his yard.



BEGINNING TO CLEAN UP A VACANT LOT

This lot was an eyesore. The boys who are busy here know that their work will make the city more healthful as well as more beautiful.

The article in the paper was read aloud by the grandfather, and then eagerly discussed by the little group. Finally Fred summed it all up by saying, "I haven't any idea that I can win the prize, because we haven't much of a yard. But it's clean now and I'm going to do all I can to make it attractive, for that will give pleasure to every one who passes this way. I think I can do some things that will surprise you, grandfather, and perhaps add a little to your comfort."

Fred and his grandfather had always been great chums. Anything Fred could do to please his grandfather was always a source of great joy to him. He began at once to carry out his plan.



NEAR THE END OF THE CLEAN UP

The old rubbish which cluttered the lot is being carted away. The boys are not going to leave until the last bit of refuse has been removed.

Flower seeds were being sold at the school, and for a few pennies he bought a package of morning-glory seeds. These he planted beneath the window where his grandfather often sat to read his paper.

Fred told his plans to the manual training teacher, who gladly helped him make a trellis for the morning-glories. The manual training teacher became so interested in Fred's plans that he helped him make a little table for grandfather's papers and magazines. He also suggested making a footstool to keep the old man's feet from the ground when he sat outdoors.

Fred had to work in the summer in order to earn money for books and clothing so that he could continue his studies when school opened in September. He found time, however, to care for the little old-fashioned

garden where he planted the things that his grandfather enjoyed. He kept the yard neat and clean, repaired and painted the old fence, and encouraged other children in the neighborhood who were trying to make their yards attractive.

On the appointed day, the boys and girls of the town gathered in the large Assembly Hall of the Central High School. The mayor made an address first. When he had finished, the chairman of the committee arose, amid breathless excitement, to announce the winner of the contest.

"The prize," said he, "is a twenty-dollar gold piece. The winner is Fred Wise, who will please come to the platform."

Turning to Fred as he came forward the chairman said, "The members of the committee have observed your efforts to improve your surroundings. They have noted your influence with the boys and girls in your neighborhood. They have seen your aged grandfather sitting in the shade, his papers and magazines on the table that you made, and his feet comfortably resting on the footstool that you provided.

"A boy who loves his home, who is loyal and helpful, and who considers the comfort of others, is making the finest thing in the world, a good American citizen of whom any city may well be proud. The committee takes great pleasure in awarding you this prize."

Giving the Other Person a Chance

"New York papers, New York papers," shouted a small newsboy who could scarcely be seen through the

fog and mist of a raw November evening. Mr. White had been waiting to hear that cry because he wanted an evening paper and all the newsboys seemed to be on the opposite side of the street.

"Here, boy," he called, "let me have a paper."
"Can't do it, sir. I couldn't sell you a paper," replied the boy, edging his way nearer the man's side.

"Why can't you sell me one?" inquired the man indignantly. "You have plenty of them, for I heard you call them out only a moment ago."

There was a grin on the boy's little pinched face as he answered, "You surely did, sir; but I wasn't on this block when I called out."

"Come now, this is no time for joking," said Mr. White. "I'm in a hurry. Hand over one of those papers."

"You see, sir, it's like this. This block belongs to Limpy and I can't sell you a paper here. There he is now, up near the further end. You'll meet him soon."

"And who is Limpy?" questioned the amazed gentleman. "Why is he the only one who sells papers here?"

"All of us agreed to let him have it, that's why. You see, it's a good block because there are so many offices here; and he's so lame that he can't run, or get about lively like the rest of us, so we let him have it. We all agreed that if any kid was caught selling on Limpy's beat, he'd be thrashed. Now do you see?"

"I certainly do see," replied Mr. White. "You newsboys have a way of helping each other, especially the less fortunate ones. Is that it?"

"Well, you bet we look out for the little ones, and

we're not going to see any bully get ahead of a poor little lame one, like Limpy. Here he comes now," he volunteered, and ran quickly to the next corner calling out, "All the New York papers."

Mr. White, much interested, stopped Limpy and bought several papers, saying, "You're fortunate to have such good friends among the newsboys."

"Yes," answered poor little Limpy, "the kids all know I can't run as fast as I did before the accident. They play fair with me. This is a fine block. I'm lucky to have it," he added, and turned to greet his next customer.

As Mr. White walked away, he wondered why this principle could not be applied in business. It would do much to weaken the power of that great enemy, greed, which makes people want everything for themselves and prevents them from seeing the needs of others.

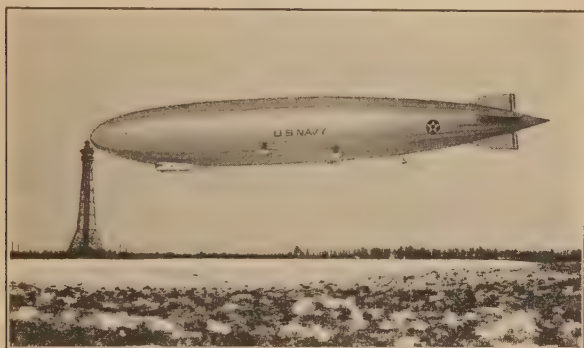
A Better Understanding

"We want to know each other better," was the motto chosen by a group of progressive citizens who were trying to interest the foreign-born of their city in learning English. This group of workers realized an important truth, that if we are to help each other and work together we must understand each other. We must be able to see both sides — the other person's side as well as our own.

America has become great because men work with each other rather than against each other. In no other country in the world have people of different races learned to live and work together better than they have

here in America. This is because we believe that ability to work with others and consideration for the rights of others are essential traits of every good citizen.

In the days of the Civil War, the North and the South fought with each other largely because they did not understand each other. We shall remain a united people only so long as each section of this country tries to get the point of view of all the other sections.



THE LOS ANGELES, AT THE LAKEHURST MOORING TOWER

This giant navy dirigible made the flight from Europe to the United States in 1924.

We must all try to see both sides of the many questions that come before us for discussion. Only in this way can we remain "one nation, indivisible, with liberty and justice for all."

Modern inventions like the radio and the airship have made this world of ours a comparatively small place. Consequently the people of all nations have been brought closer together, so that to-day there is great need of toleration, that is, consideration for other people and willingness to see their side. We



INTERIOR OF THE WORLD'S GREATEST MARINE RADIO STATION

A control station at Chatham, Massachusetts.

must make an effort to understand the other peoples of the world if we are to live together in peace.

Things to Think About and Things to Do

1. Why does thinking only of one's own side make a person selfish?
2. Can you think of anything that you have that money could not buy?
3. Why does selfishness often lead a person to hurt the feelings of others?
4. How do Harding's newspaper rules prove that he had ability to see more than one side?
5. Which rule do you like best, and why?

6. Tell some of the ways in which Fred considered other people.

7. Name some of the citizenship qualities that Fred possessed.

8. Why didn't the newsboy sell Mr. White a paper? Would one paper have made much difference?

9. What is another name for greed, and why is it an enemy of society?

10. Give an illustration from your reading to show how misunderstanding has hurt the feelings of others or has caused trouble.

11. Why have modern inventions made it more necessary than ever before for the people of one country to try to understand the people in other countries?

12. Mention some of the ways that the principle of seeing the other side could be carried out in your school.

CHAPTER XII

BEING RELIABLE

Jimmie Proved His Reliability

Two years had passed since Jimmie had anxiously waited at the crossroads for Dr. Wilfred Grenfell and had persuaded the physician to accompany him to his home.



DR. GRENFELL IN LABRADOR WITH A GROUP OF THE NATIVES
Dr. Grenfell has spent many years in Labrador as a medical missionary.

After working for hours over the mother, who was seriously ill, the doctor had turned to Jimmie and said, "Jimmie, my boy, we have won. Your mother will get better and have two arms with which to keep the

little home for the eleven of you. You have been a good helper."

That night, Jimmie had watched the sled drawn by the dogs as it flew over the hilltops carrying the doctor to his next patient and had said to himself, "Some day, when I am bigger, I am going to help him some more. Some day I am going to be his man."

Now Jimmie stood again at the crossroads watching for the doctor. His face was eager. He could hardly wait. It was not long before he heard the sound of the dogs. He dashed out of the shelter of the building and ran swiftly down the road waving his cap as he went.

"Why, hello, Jimmie," called the doctor. "How are you? Is any one sick at your house?"

"No, sir. We are all well. I just came down to meet you because I want to be your man."

"My man?" said the doctor, much puzzled.

"Yes, your man. Didn't you lose your man — the one who drove your dogs? You helped me once and I want to help you now — to be your man."

"Oh, I see," said the doctor. "You want to drive my dogs. But Jimmie, you aren't big enough. You know I have a big team, and we have to go on long, hard trips. Sometimes it is hard to get food for the dogs and they get hungry and ugly. Sometimes my man has to go alone on long trips. You wouldn't be safe with the dogs, Jimmie. Wait until you are bigger and then talk to me again."

"Oh, I am not afraid of the dogs or of the long trips," said Jimmie. "I have always driven a team, and I could make friends with the dogs. I want to go.

Please take me. Mother said she would like to have me be your man. I want to go with you." He turned big, pleading eyes on the doctor.

"But Jimmie, you are too small," said the doctor again.

"Just try me once and see. I am bigger than I look. I will help you as much as a man. Please try me," pleaded the boy.

The doctor laughed, pinched his ear and said, "You are surely too small to handle my team, but I will try you. I am going on a short trip and you may drive the dogs. Then you will see for yourself just how hard it is. Come, and I will get you ready."

Not far away was a coöperative store which the doctor had helped to form, and he took the boy there. When they came out Jimmie was the proudest boy in Labrador. He had a new cap, new mittens, and new leggings — more new things than he had ever had at once in all his life. He was prouder still when he mounted the seat of the sled and started off as the doctor's man.

He soon showed his skill in handling the dogs, and they went merrily over the snow, the doctor on the second sled just behind him. Mile after mile went by, and the sky overhead was beginning to look gray with snow clouds. A man had joined them to guide the doctor across an inlet to a home where he was needed.

"Look at those fresh tracks!" suddenly exclaimed the doctor. "A caribou has just gone by. I ought to have him to fill the box with meat for the dogs. It is nearly empty and we have a long distance to go to-morrow."

Jimmie heard the whistle and brought the dogs to a stop.

"Do you think you could stay with the two teams of dogs, Jimmie, while I go after that caribou? I need the meat, and as the caribou has just gone by, I shall soon be back," said the doctor.

Here was a chance to show the doctor he could be relied upon, so Jimmie replied happily, "Of course I can stay with the dogs. I should like to. I will play with them and we will be friends when you get back."

The dogs were tied to a tree and the two men made ready for the hunt. As they left, the doctor turned to Jimmie and said a bit anxiously, "We'll not be gone long, Jimmie. You'll stand by, won't you?"

The boy answered, "You may trust me. I'll stand by."

Jimmie watched them until they went out of sight over a mound. Then he turned to make friends with the dogs. What fine, big fellows they were! Jack, the leader, was more like a wolf than a dog. An hour went by quickly. The next went more slowly. Then it began to snow and darkness began to fall. Where was the doctor? He had said that he would be back in an hour and Jimmie was sure that it must be two or three hours. Suppose he should get lost!

The dogs were ready for their supper. Should he feed them? A growl from the leader made him decide to get the food ready. After a time he threw out the meat and the dogs ate it greedily. Then, as is their custom, they lay down in the snow for the night. Jimmie watched anxiously, worrying more about the doctor than about himself. If he were lost, he would

have no sleeping bag and he might be frozen. At last it was too dark to see and the lonely little boy knew that he must lie down and be quiet so as not to disturb the dogs. Drawing one of the sleeping bags from the box he climbed into it, crept close to one of the bigger dogs for warmth and lay very still, always listening for a call or a sound that would tell him that the doctor was near. But no sound came, and at last the daylight told him that the long, long night was past.

He fed the dogs as little as he could, for the box was nearly empty. He played with them and tried in every way to keep them from growing more restless. But it was hard work. The wind was blowing and he felt very cold and hungry. He had to save the food for the dogs. Suppose the doctor did not come at all! What should he do? Had the doctor forgotten him? Was he lying hurt somewhere? Perhaps the caribou or wolves had killed him!

As the day wore away and no doctor came, he questioned what he should do. If he loosened the dogs, would they go to some shelter near by and be found again? If he kept them there and the food gave out, perhaps one of them would tear him to pieces and eat him. Dogs had done such things. Perhaps he had better loosen them. But no, he couldn't do that. He remembered his promise to the doctor: "You may trust me, sir. I'll stand by."

Even if he lost his life, he would stand by until help came. So he made ready for another night. When he had fed the dogs their supper, every bit of food was gone from the box, and some of the dogs were growling for more. He emptied before them the rest of the

food which he might have eaten himself. When that was gone, the dogs lay down for the night, the boy with white face and trembling lips in their midst.

He thought of his little mother and the ten brothers and sisters. Would some one tell them that he had been true to his promise? He wished he might see his mother for a moment. Then perhaps he might not be afraid. It was so cold. His feet were numb and his arms ached. Oh! where was the doctor?

Again the morning came and the boy dragged his weary body out of the bag. What could he do? The dogs looked into his face and whined for their breakfast. Two of them were ugly already. Perhaps they would chew on some of the leather. So he cut pieces from the sled and threw it to them. They chewed at it savagely and growled.

Then he remembered his new cap and mittens and leggings. Perhaps they would help a little. How he hated to cut them! First he tore the cap into strips, one for each dog. Then he took the mittens. At least, the dogs would chew for a while. Then only the leggings were left. How he dreaded to take them from his cold feet! But off they came and he started to tear them in strips.

Suddenly he saw dogs in the distance. Perhaps it was the doctor! Oh! Oh! suppose they should not see him! What could he do to help! He took off his coat, tore off his red shirt, and placed it on one of the poles of the sled to lift it aloft. But why could he not lift it? His hands seemed so helpless. He tried in vain, and then he propped it against the sled and waited. Would they come to help him? Yes, they

had seen him and were surely coming. The dogs lifted up their heads and then began to howl. The boy scanned the faces of the men. Then his own fell. They were all strangers. His doctor was not there.

As soon as they came near enough he called weakly, "Have you seen my doctor? He went away more than a day ago and I have waited for him to come back. Haven't you seen him?"

"Aye, boy," answered the driver. "We have seen your doctor. He is at our cabin many miles away. He was lost and is badly frozen. He has sent us to bring you to him. You are a brave boy. I didn't think we'd find you here, but the doctor was sure that we should."

A wan little smile spread over the face of the boy. "I feel very funny and I want to go to sleep. You will take care of the dogs, won't you? If I should go to sleep when I get into your sled, if I should be asleep when I get there — you'll tell the doctor that I — I — I — stood by, won't you?"

Then they tucked him away in the big sled, unfastened the dogs, and away they went to find the doctor and bring to him the brave boy who had "stood by."

Her Teacher Couldn't Recommend Her

WANTED: A private secretary to assume a position of trust in the employ of a woman who handles large sums of money for charitable work. The applicant must be able to furnish a bond, also recommendations from reliable sources.

As Clara Wells read this advertisement she said to herself, "That is just the kind of a position that I

have been looking for." She was sure that Mr. Prescott, president of the bank, who was an old friend of her father's, would help her about getting the bond. Then she wondered to whom she could refer for letters of recommendation.

After thinking the matter over carefully, she included, among others, the name of a former teacher, who was noted for assisting pupils in obtaining suitable positions.

On the following Saturday morning Miss Stone was slowly opening her mail before planning how she would spend her holiday. One of her letters was from a woman who was well known in the state as a person who devoted her life to charitable work. It contained a request for information concerning the character of Clara Wells, who was, the letter stated, an applicant for the position of private secretary. The letter particularly asked if Clara were honest and reliable.

After reading the letter Miss Stone sat in deep thought. She had no difficulty in remembering Clara. But could she send a favorable reply? There was no positive proof that Clara was not upright and honest; yet Miss Stone recalled that Clara was a pupil upon whom one could never depend. She was usually late at class committee meetings. She accepted the honor of being elected a class officer, but neglected to do her share of the work. She seemed willing to help, but put things off so long that some one else generally did them.

If Clara could have seen the reply that Miss Stone was obliged to send, she would not have wondered why she failed to secure the position.

Credit and Character

To most girls and boys the word credit has something to do with the number of correct answers one may get on an examination paper. To the business man it has many different meanings, but they all have more or less to do with determining whether a man is reliable and has a record that causes others to have confidence in him.

The person who is industrious, who not only lives within his income but makes a practice of saving, who pays his debts promptly and does whatever he promises, is the kind of citizen whom people are willing to trust. We sometimes say that the credit of such a person is



INTERIOR OF A BANK

To borrow money from this bank a person must prove that he is reliable. Any one who wishes to be employed here must show that he is trustworthy.

good. His name signed to a note means that payment is assured.

Goods sold to him on account or on credit, as it is often expressed, are sure to be paid for at the time agreed upon. He never has anything to conceal, and like the village blacksmith in Longfellow's poem, "he looks the whole world in the face for he owes not any man."

If such a person wants to borrow money to build a home or to go into business, the bank is willing to make the loan. The officials believe that honesty and ability in the management of one's own affairs indicate that the person can be trusted. Such a person will pay back what he borrows when the time comes, for he is reliable.

A Boy Who Made Good

William started out in search of a job one day in early July. He had just graduated from high school, and he felt that he must work hard to repay his mother for keeping him in school two years after his father had been sent to prison.

There wasn't a doubt in his mind that he would find work, for he was strong for his age, full of courage, and willing to start at low wages. He went directly to a business man who had been an old friend of his father's and who had known him from the time he was able to walk. As the business man had always retained a friendly interest in the family, William felt sure that he would get good advice if not work.

He was admitted to the man's private office and eagerly stated his errand. The man arose, looked him over, shook his head, and said, "Why should I

trust you? You are your father's son. What can you do?"

For a moment all the boy's courage seemed to desert him. He had looked for help and he had been treated as if he were a criminal.

Slowly the injustice of it all seemed to dawn upon him; and, lifting his drooping head, he looked his former friend straight in the eye and replied quietly, "What can I do? I can work hard; I can do as I am told; I can be a gentleman."

While this conversation had been going on neither had noticed the entrance of a man, rather advanced in years, who remained standing just inside the door listening to the business man's questions and the boy's spirited reply. The stranger stepped to the boy's side, placed his hand upon his shoulder, and said in a kind voice, "And you can work for me, no matter who your father is. You are the right kind of boy. I believe you have spoken the truth."

This happened many years ago. To-day the young man is president of a large and very influential bank. He worked hard, for he was anxious not only to succeed but to prove that his employer made no mistake in trusting him and in giving him his chance.

A Truthful Clerk

"This material seems to match my sample in color, and the width is all right," said a customer in a small dry-goods store. "Don't you think so?"

The young clerk, thus appealed to, placed the sample on the material which the woman had selected. After carefully comparing the two, he replied,

"I am very sorry, madam, but the quality is not so good as your sample. The weave isn't so fine. We have had similar material, but it is all gone."

The proprietor, who stood near by, overheard this conversation. As soon as the woman had left the store, he said to the clerk in an angry tone, "Why didn't you try to convince that woman that the material was exactly what she wanted? If you had said so, she would never have known the difference, and would have taken it without a question."

The young clerk was very much frightened by his employer's manner; but he managed to stammer, "It wasn't what she wanted, sir, and I couldn't misrepresent it. We didn't have that quality in the store."

"Oh, that's the reason for your failure to make a sale," replied the owner of the store. "Young man, if you can't stretch the truth a little to fit the circumstances, you are not the clerk I need."

For a moment the young clerk looked confused. What was it his employer was asking him to do? Was he testing his honesty, or did he really desire him to tell a falsehood? All doubt was removed, however, when his employer shouted, "Go to the desk and get the money that is due you. Your services as a clerk have ceased to be of value to me."

The young man squared his shoulders, looked his employer in the eye, and replied, "Very well, sir. If I must tell falsehoods in order to keep my place, I must lose it, that's all."

The boy was Marshall Field, who later became the owner of one of the largest department stores in the country.

The Importance of Reliability

Reliability is a very important factor in good citizenship. The activities of everyday life could not be carried on without it. The safety of thousands of people who go to and from their daily work in trains and trolley cars depends upon reliable engineers and motormen. Physicians and surgeons must be persons whom we can trust to exert the utmost care lest they sacrifice the life of a patient. Life and property in most communities are protected because of the faithful services of firemen and policemen.

J. C. Dionne, in *The California Lumber Merchant*, describes the type of reliable men that the world needs as follows :

1. The world to-day is looking for men who are not for sale.
2. Men who are honest and sound from center to circumference — true to the heart's core.
3. Men with conscience as steady as the needle to the pole.
4. Men who will stand for the right if the heavens totter and the earth reels.
5. Men who can tell the truth and look the world right in the eye.
6. Men who neither brag nor run, who neither flag nor flinch.
7. Men who have courage without shouting it.
8. Men who know their message and tell it.
9. Men who know their business and attend to it.
10. Men who are not ashamed to say "No" with emphasis when it is necessary.

Things to Think About and Things to Do

1. Look up some of the interesting events in the life of Dr. Grenfell.

2. As long as the doctor failed to return as he had promised, was not Jimmie free to take the dogs and try to get back to safety?

3. Explain the following statement, "The acts of to-day may pave or block the way to success to-morrow."

4. Why is it difficult to get other people to lend you money if you have never saved any money yourself?

5. What has credit to do with reliability?

6. How is the school hurt by the pupil who cannot be trusted when the teacher is not looking? How does such a pupil injure himself?

7. A girl presented an excuse for an afternoon's absence, stating that she had been sick. It was found that she had been at the home of a friend preparing for a party. Did finding out the facts make any difference so far as the girl's sense of honor was concerned? Give reason for your answer.

8. Do you think it was necessary for the young clerk to explain the difference in the goods? Give reason for your opinion.

9. Why was the elderly man willing to give William a chance?

10. Not all the people who are honest and reliable are rewarded by money or position. How are they rewarded?

11. Discuss the meaning of the statements made in *The California Lumber Merchant*. Name some men you have read about who have some of the characteristics given.

12. Turn to page 275 and read the section of Professor Hutchins's Code on "The Law of Reliability." Make a simple Reliability Pledge that you hope to follow.

CHAPTER XIII

SAFETY FIRST

WANTED — All boys and girls in the public schools to practice safety. Experience not essential. You soon learn. Compensation, the chance for a happy useful life.

A New Problem

Just think! More than 15,000 deaths occurred in the United States in one year from automobile accidents. This means an average of more than 1250 lives every month of the year, or approximately two lives every hour of every day. Isn't this a record which should make every citizen of our country think seriously about what he can do to prevent such needless loss of life?

The speed of vehicles of various kinds has been increased by recent inventions, and the number of such vehicles is growing so rapidly that our traffic problems are becoming very serious. Railroad trains and heavy suburban cars pass through many towns at a high rate of speed. We also have a great deal of swiftly moving machinery in our mills and factories. On every hand there is unusual need for the utmost care on the part of every citizen. Protecting the life of our people has become a real problem.



SAFETY SIGNALS WARN PEOPLE TO BE CAREFUL AT RAILROAD CROSSINGS

Are the Schools Doing Their Part?

“The public schools of the country can accomplish more in any community effort for the reduction of automobile accidents than all other agencies combined.” This was the statement made by C. W. Price, “the father of the safety movement,” in an address before a large audience in the city of New York. Statistics seem to prove that he is right, for in large cities like Washington, D. C., Kansas City, Detroit, and St. Louis there was a remarkable decrease in the number of accidents after the safety movement was taken up by the pupils in the schools.

Those who have studied the matter believe that this is because boys and girls in schools where this work has been given attention have gained knowledge and developed habits which help them avoid accidents. Not only have they acquired safety habits themselves, but they have helped father, mother, brother, and sister to get the right idea about safety.

So long as people are indifferent to important problems of traffic, fatal accidents will continue to increase in number. Safety Education offers a solution to this serious problem.

“Safety First” should be an alarm ringing in our minds as soon as we approach danger of any kind.



BOY SCOUT EXPLAINING A NEW TRAFFIC RULE

This city passed an ordinance to prevent motor accidents at cross streets. Fifty Boy Scouts went on duty for a week to explain the law to drivers.

Such an alarm, always heeded, will be sure to reduce the number of accidents and may save years of regret.

Study the record of the number killed or injured in your community each month and plan some ways for your school to reduce the record.

Recognition of Safety Workers

President Coolidge, a firm believer in the safety movement, put aside his work and took time to welcome the winners in a national safety contest. In recognition of conspicuous service to highway safety education, he presented to a teacher and to two pupils certificates of award provided by the Highway Education Board and the National Grange.

The teacher had prepared a safety lesson that was judged to be the best of the sixty thousand lessons sent in to the committee. The two pupils had written the best essays in a contest in which over four hundred thousand pupils in various places took part.

Senators and representatives as well as other men who held positions of honor and responsibility took part in paying tribute to the visitors. They did this not only because of the fine piece of work accomplished, but because these individuals had helped to point out the value of the safety movement as a very desirable part of school work.

The Traffic Court

"What's the complaint against this boy?" asked the health education director. The school traffic court was in session and Arthur Sloan, the director, was acting as judge.

“He hooked on an automobile that was passing and refused to obey me when I told him to get off,” promptly replied one of the six traffic officers of the school. “When he jumped off,” continued the young officer, “he dropped almost in front of a heavy truck. Although the driver put on his emergency brake, he had great difficulty in stopping the car. It swung around and almost hit some little children who were standing near the curb.”

“I was on my way to the store and not to school,” pleaded the accused boy in his attempted defense.

The judge severely reprimanded the boy. He reminded him of the aims of the traffic squad and of the lesson that the school was trying to teach. As he discharged the culprit, he said, “Every boy in this school ought to stand by the traffic officers. It doesn’t make any difference whether you were on your way to school or to the store. Remember that this school is trying to train boys and girls to be careful and so to avoid accidents.”

This interesting court session took place at a school which has won a reputation for its vigorous effort to prevent accidents. It has a Junior Safety Council that works with the Safety Council of the Chamber of Commerce and the City Department of Public Safety.

Six of the most trustworthy boys of the school act as traffic officers. The Department of Public Safety provides special silent policemen which these officers place at street intersections and corners near the school. The officers are on guard for a half hour before the opening and a half hour after the close of each session. They wear arm bands marked with the

universal safety insignia, and carry green flags, as green is the universal safety color. Each officer is assigned to a position near the school where he can best direct and



A SCHOOL SAFETY OFFICER ON DUTY

This young officer has been chosen because he is trustworthy. He is here preventing a member of the school from crossing the street in the middle of the block.

aid the children when they are crossing the street or are in any danger. The green flag is not only a symbol of authority, but is also used to warn motorists that

they are in the vicinity of a school and should, therefore, proceed with caution.

The school traffic court holds its sessions once a week. The young offenders forget and sometimes do and say foolish things, just as older people do. One boy was reprovved for running across the street in the middle of the block instead of using the crosswalk. He tried to excuse himself by saying that he had to run back home as quickly as he could because he had forgotten his bank book and it was banking day at the school. He received a good lecture on the thoughtlessness of risking his life for the sake of his banking record, and was informed that his safety record was quite as important as his progress in thrift.

Zigzagging, jay walking, and running from the sidewalk into the street are among the most frequent offenses brought to the attention of the court. If the school can help to correct these habits, the number of accidents will be greatly reduced.

The court is conducted in a dignified manner and fair dealing is the rule. Each boy is allowed to tell his story fully and to offer such explanations as he may desire. The evidence is carefully considered and an effort is made to fit the sentence to the particular offense.

Sometimes the parents are called in to help. They are always ready to do their part to help prevent disobedience to the traffic rules, because they realize how much this work means in protecting all the children of the school from street accidents.

In the city where this court is held the Safety Council of the Chamber of Commerce plans meetings for the

Public School Safety League

of Rochester, New York

SAFETY



ALWAYS

This is to Certify, That _____
has been a SCHOOL BOY SAFETY OFFICER at School No. _____ for the year ending _____
192____, and is hereby given special approval for his efforts in preventing accidents

Dated _____ 192____

Commissioner of Public Safety

Supervisor of Safety League

President of Rochester Safety Council of Chamber of Commerce

Principal

ALWAYS BE CAREFUL

CERTIFICATE ISSUED BY A PUBLIC SCHOOL SAFETY LEAGUE

officers in the several schools, distributes sheets of instruction along safety lines, and gives official recognition to the work. A boy who has done his work well and been faithful in the performance of his duty receives a safety certificate, and may earn the special safety badge. The program for these meetings includes music, safety demonstrations, and speeches, as well as the presentation of awards to student safety officers.

Safety's Fourteen Points

1. Keep to the right on walks, in halls, and when going up and down stairs.
2. Go up and down stairs one step at a time.
3. Remember that the sowers of safety are the reapers of happiness.

4. Think before you act.
5. See that little children have a fair chance on the playgrounds and that they do not get hurt.
6. Practice safety yourself; others will follow.
7. Look both ways when crossing streets and railroad tracks.
8. Look out for automobiles, wagons, and motorcycles when getting on or off a street car.
9. Remember that the first step in safety is caution.
10. Do not throw stones; it is a dangerous and senseless practice.
11. Practice "Safety First" every day.
12. Keep in mind that it is better to be safe than sorry.
13. Cultivate the "Safety Habit."
14. Remember that accidents are some one's fault; don't let them be yours.

Clean Up and Safety First

No country in the world has so great a loss because of fires as the United States of America. Thoughtful citizens are beginning to raise a protest and to ask what can be done about this useless waste. Investigation has shown that a great part of the loss by fire is preventable, for it is due to carelessness and neglect.

A good way to begin to prevent loss by fire is to remove from cellars, attics, sheds, garages, and yards all rubbish that might serve to furnish material for a fire. Dry weeds along the fence, a pile of oily rags in the corner of the garage, discarded straw hats and pasteboard boxes containing paper and excelsior piled near the chimney in the attic, old clothing thrown into a

dark closet under the stairs — all these things make good material for starting a fire. Every year such accumulations of rubbish and litter are directly responsible for the destruction of thousands of dollars' worth of property. This cause of fires ranks third in the long



FIGHTING A BAD FIRE IN A LARGE CITY

Many such fires could be prevented by care in cleaning up rubbish.

list of causes ; and it is due, as one writer points out, to poor housekeeping.

Clean up, and do it now. Remove every possible bit of rubbish and waste that might cause a fire. Only care and determination on our part to keep our

homes and buildings clear of all firemaking material can prevent the yearly waste that is now taking place.

Boys and girls can help greatly in the work of preventing fires. Cleaning up is another way of applying

safety-first principles. Remember it is often easier to prevent fire than to put it out.

The Fire Prevention Committee of the Chamber of Commerce in a leading city of the country adopted the following pledge and urged every citizen to keep it:

“I will clean up and tidy up my own premises and will urge others to do likewise; I will avoid throwing litter



USING A FIRE EXTINGUISHER

in the streets, and will endeavor to discourage others from doing so; and I will do all in my power to keep my city as clean and attractive as it is great.”

Many public buildings and also homes are now equipped with these instruments.

How You Can Help Prevent Fire

Accumulation of rubbish is only one of the causes of fire. As safety workers we should be familiar with

many of the other causes and try to prevent fire from any one of them. Here are some of the things that a good worker can do to help in this important matter of fire protection :

1. See that matches are kept in a safe place and out of the reach of little children :

2. Never carry a match or candle into a closet or a dark corner when looking for something.

3. Try to keep small children away from fire of any kind.

4. See that towels or clothes of any kind are not hung too near the stove.

5. Be familiar with the location of the nearest fire-alarm box and know how to send in an alarm both by the box and by telephone.

6. Learn how to operate the fire extinguisher in your school.

7. Do your part in making the fire drills of your school effective.

Danger in Radio

How many in your class have radio outfits? Perhaps some of you have made your own sets and have put them up without any help.

Have you been careful to avoid all possible danger? Many boys have not been. They have thoughtlessly run their aërials over electric light or trolley wires. Thus a new and serious hazard has been added to the already long list of dangerous things we have to avoid.

One city reports an average of one boy a day who has been burned or otherwise injured by getting his radio aërial mixed up with the railway or power lines. The

electric companies are in no way to blame for this. Their construction is generally of the best. They comply with all the wiring rules and city ordinances, and they make an effort to warn people of the danger.

Some boys, unknowingly in most cases, have broken the city ordinances. They have put up flimsy aërials or dragged their wires over high tension power lines and have caused serious and sometimes fatal results. The "safety-first" boy will not take a chance. He will put up a good stout pole rather than trust to an old stick tacked to the roof of some building. He will be sure that the wires are carefully fastened rather than trust to a bit of cotton string. He will play safe.

Everybody Must Help

Measured in terms of dollars and cents, accidents cost millions of dollars. In terms of mental suffering, of physical pain, and of loss of human life, the cost of accidents cannot be estimated.

The owners of great factories long ago began to realize that they must do everything possible to avoid all preventable accidents. Safety devices have been provided for all kinds of machinery wherever it has been found that such devices help. Every progressive factory now has its safety committee that looks out for the welfare of the employees and tries in every possible way to reduce accidents. As a result of all these efforts there has been a remarkable reduction of the frequency and severity of accidents. This is true even in industries such as the iron and steel industry, where, from the nature of the work, there is always bound to be great danger.

Home and street accidents are much harder to control than those which happen in factories. There are many people who must be helped to understand the necessity and desirability of preventing the common accidents of everyday life. There are thousands of new drivers of automobiles every year who should be shown the value of extreme carefulness to avoid accidents. The reduction in the number of home and street accidents can only be accomplished through education along safety lines.



MACHINERY GUARDED BY A SAFETY DEVICE

Notice the wire netting over the moving belt.

Every parent, every teacher, and every boy and girl should share this responsibility. Each citizen should develop safety habits and encourage safety regulations. It is a duty every one owes to himself, his family, and his community.

Some Results of Safety Efforts

A motorman, whose car passes one of the public schools that has taken a leading part in safety-first activities, was called upon to make a report at one of the meetings of the local Safety Council. He was so

interested in what the pupils were doing that he devoted his entire report to the safety work of the school.

Among other things he said, "I cannot help admiring the faithfulness of the boys who belong to the traffic squad. They are always on hand no matter what the weather may be. They are on the alert all the time. It is simply wonderful how they are able to keep the children out of the moving traffic on such a busy street. They are so kind and helpful to the little ones and take such pride in their work."

These pupils are acquiring actual experience in citizenship activities. They are getting a training that is of far greater value than any theoretical knowledge of civics. They are learning the joy of service to others.

Safety activities of this kind help in getting a better understanding of traffic problems. If we have a share in such work as this, we can appreciate more fully the great service of the traffic officers of the city. We can understand the necessity of strict traffic regulations. We cannot help having a more sympathetic attitude toward those who serve us in trying to protect life and property.

The safety-first movement provides an opportunity to take part in community efforts to protect life and property. In developing the safety-first habit we are protecting ourselves and, at the same time, rendering real service to others.

What can be greater than the opportunity to take part in a movement that has for its object the saving of human life? Here is something that calls for our best efforts.

Things to Think About and Things to Do

1. What is the safety suggestion in the slogan, "Four-wheel brakes are useless without a fore-sighted driver."
2. Is "taking a chance" likely to harm any one except the one who does it? Explain your answer.
3. Mention some of the ways that safety leaders believe boys and girls can help in the safety-first movement.
4. What do you think of the boy who argued that safety rules were only to be obeyed on the way to and from school?
5. Why can't traffic officers do their duty if the people in the community fail to stand by them?
6. Which of the fourteen safety points require most attention in your school?
7. Why is it better to prevent fires than to fight them?
8. Check up on the following causes of fire and see that your home is safe:
 - a. Ashes in wooden receptacles.
 - b. Smoke pipes loose and not fitting tightly into the chimney.
 - c. Gas jets near curtains or woodwork.
 - d. Careless use of matches.
 - e. Rubbish, old papers, and rags allowed to collect in piles in the cellar or the attic.
9. Do you know how and where to turn in an alarm of fire either by telephone or by an alarm box?
10. Plan some charades to illustrate the safety-first idea.
11. Why must every one help in order to make the safety-first movement successful?
12. Make a collection of safety-first posters.

CHAPTER XIV

THE VALUE AND PRACTICE OF THRIFT

A Bank President's Idea

"THRIFT, I believe, is an extremely important essential," remarked the president of a large city bank. "The time is coming," he went on, "when employers, in addition to the usual questions, will ask, 'Have you been thrifty, and how?' There are different kinds of thrift," he continued. "Thrift of time, thrift of health, thrift of material, and thrift of money, all are very important to success in life. If you waste any of these, you harm yourself and the person who employs you. Therefore, it behooves you to develop thrift ideals as early as possible in life."

The president was in a conversational mood that morning and, in response to a question as to his method of selecting applicants, he continued the interview.

"For many years," he said, "I have studied the people who come into the bank to apply for a position. I like to determine from their faces, general appearance, and other characteristics whether they are thrifty. For many years I have listened to boys and girls who were seeking positions and I have answered yes or no immediately according to the rating they received in my mind.

“The other day a high-school boy came to me for a position. He had good recommendations so far as his work in school was concerned, but I noticed that his clothing was soiled and showed lack of care. His teeth had been neglected, and his general health was not good. He was awkward and embarrassed. Of course, he failed to get the position. In the afternoon of the same day, a girl applied. I asked her how much money she had saved, and she replied, ‘Why should I save money and put it away in a savings bank? My father gives me all that I want.’ I immediately decided that she would be neither a good homemaker nor a successful business woman.

“Do you realize,” he concluded, “that the children of France were able to survive the terrible destruction and devastation of the World War largely because of the thrift teaching which is an important part of the family life in France? It was this instruction that helped them to go without things and to take the best of care of everything that they had.”

A School Campaign

In all the schools of a certain city “banking day” was observed every Monday. Most of the boys and girls showed great interest, but one school was not doing very well. This was a new school, and the principal was anxious to have his pupils make a good record. A committee of teachers was therefore appointed to organize a thrift campaign.

The committee began its work in a spirit of genuine enthusiasm which soon spread throughout the entire school. Large cards bearing thriftograms were placed

in each grade room. A prize for a thrift creed was offered, and the various rooms entered heartily into the contest. Each room also devoted a corner of the blackboard to a thrift chart on which was recorded the weekly progress of the class.

In the corridors attractive placards were conspicuously displayed bearing such slogans as the following :

“Pay more attention to that all important subject of thrift.”

“Get a bank book and see if it does not put a comfortable feeling in your inside coat pocket.”

“A bank book is fine protection for the ‘rainy day’ that is sure to come.”

“As thrift makes nations, so it makes individuals.”

“Savings represent a great deal more than mere money value.”

Grades attaining a one-hundred-per-cent record challenged other grades to keep pace with them. Before the campaign was over every pupil had done his part towards attaining the goal, — a perfect banking record for the entire school. The effort meant much more to the school, however, than an exceptional record in banking. The pupils learned how to work together in a common cause, and that alone made a worth-while contribution to a united school spirit.

As a result of the splendid work done in the campaign, and in recognition of the fine record that had been made, one of the leading savings banks of the city presented the school with a “banking pennant.”

So great was the enthusiasm aroused by the success of this campaign that the school challenged one of the other schools in the city to an eight-weeks banking

contest. The object of the contest was stated as follows: "To secure greater coöperation in the habit of thrift, to stimulate more enthusiasm in banking, and to encourage good fellowship between the two schools." Representatives from each school visited the opposing school, speeches were made in assembly meetings, rules for the contest were drawn up, and the contest opened in a most friendly way. Both schools did excellent work; but the new school, as you have doubtless guessed, won the contest.



STARTING A SAVINGS ACCOUNT

A Thrift Creed

As a result of a contest which was carried on during the thrift campaign just described, the following creed was adopted by the school:

I believe in the United States of America; and I believe that her progress depends largely upon the industry and thrift of her people, therefore:

I will save my time for worth-while activities.

I will conserve material that is valuable to others or to me.

I will preserve my health because without it I have no earning power.

I will save money because it will help to keep me from being dependent upon others.

I will do all these things for the welfare of America.

Winning a Thrift Certificate

It was Assembly Day in one of the small schools. After all the classes were seated, the principal addressed the students as follows :

“ Before the regular program begins I want to call your attention, boys and girls, to the fact that one of our grades has reached its one-hundred-per-cent record. Every one of the three other grades in this school could do the same. Then we should be a one-hundred-per-cent school. How many of you are willing to give up candy and other things that take pennies and help your grade accomplish this ? ”

As the principal asked this question, he held up an attractive certificate and said, “ How many will help to earn a certificate like this one for your grade ? ” Immediately hands were raised and a look of determination suddenly appeared on many faces.

Each day encouraging stories of money saved or earned were reported to the principal by the teachers of these grades.

Banking Day arrived, and all except one grade had reached its one-hundred-per-cent record. This grade failed because two pupils, George and Harry, had not brought in any money.

The children tried hard to arouse some interest in the two delinquent members. They finally discovered that neither boy had had any money that week which he could save.

At last George had an idea. There was a cellar in his home into which many things were put that were meant to be thrown away. Perhaps he could find something there which could be sold. Sure enough, his search of the cellar brought to light an empty pop bottle. He carried it to the grocer at the corner of his street and received five cents for it.

Harry was now the only one who had not been able to do his bit. He heard of George's success and went home at noon wondering what he could do.

His mother sent him to the post office to mail a letter. Harry had helped out in the office during the summer vacation,



HELPING TO WIN A THRIFT CERTIFICATE

Every Saturday morning Mary makes cookies or cake for the family. Her mother pays her the amount that would otherwise be spent at the bakery, less a small charge for the materials used.

and he now asked the postmaster if there was anything he could do to earn some money.

"Yes," said the postmaster, "I hoped you would come in to-day. The messenger who carries special delivery letters is ill. Will you deliver one at Doctor Crane's? He lives just opposite your school."

Harry gladly consented.

That afternoon the report showed the school had won its hard-earned certificates. Will these boys and girls strive to repeat this experience and keep their grade one-hundred-per-cent? Just ask a boy or girl in any one of the grades and hear the answer.

Satisfaction in Saving Money

The head of one of the largest manufacturing concerns in the country wrote to the boys and girls of his city, as follows :

"I remember well the first money I ever saved. I had earned it, too, while still in school. Another boy and I sawed brackets in our spare time. These brackets were cut out of black walnut in fligree designs and were used as book-shelves. Probably you will have difficulty in earning money at that occupation to-day. It is rather out of date, but there are a great many more ways for young people to earn money now than when I was a boy.

"All together, I earned five dollars sawing brackets, and I put it in the bank. I have had the handling of large sums of money during the past years, but I have never forgotten the first five dollars I earned and saved. If I had spent it, I probably should have spent the next five dollars and the next, and there would have been no



A THRIFT POSTER OF WAR TIMES

Many people got the habit of thrift during the World War. It is just as desirable to be thrifty in time of peace as in time of war.

money with which to go into business when the opportunity came.

“ But I didn’t spend it. I continued to save money whenever I had it to save.

“ I left school at fourteen and went to work for three dollars a week in an insurance office. I lived at home so my board cost me nothing, but out of that three dollars I bought all my clothes and saved \$35.50 the first year.

“ As I grew older I earned more money, of course, and continued to save ; but those later deposits in the bank did not remain in my mind as the first ones. Thinking it might interest you, I have recently looked up the old record of my account at the Savings Bank during those years. It shows deposits made regularly at about the same time each month, probably on the day I received my salary.

“ It has always been a great satisfaction to me that I was able to make that first start in business without

borrowing money. Young persons should never borrow money because it puts them at a disadvantage right at the start, and keeps them always on the defensive. Sometimes they never overcome it. It is far better to practice self-denial for a few years and have the pleasure and satisfaction of starting square with the world.

“There are so many interesting things to-day to tempt one to spend money that I know it takes a great deal of will power to save it and put it in the bank. But it is the kind of a beginning you make in life that will prove the index to your future. The chances of success are very small for one who can't manage to save a little money, because when opportunity comes along he or she will be unable to take advantage of it.”

Saying It in Rime

Many pennies that might otherwise find themselves on the teacher's desk on banking day undoubtedly are spent for chewing gum and candy.

Among the many posters made by children in a school greatly interested in banking was one which attracted much favorable comment from visitors because of its cleverness and originality. It really began its career as a chewing-gum advertisement. The sales argument, however, had been cut out of the center, leaving only an effective border.

In place of the original advertising matter, the pupil inserted the following couplet :

“You needn't feel so full of glee,
No more five cents you'll get from me.”

Thus an advertisement for gum was cleverly turned into a thrift sermon.

The enthusiasm of the older children spread to the lower grades, and one little fourth grader put it this way :

“One, two, three, four,
Don’t give your money to the candy store.”

A fifth grade girl wrote :

“Backward thro’ the days of school,
Of the days that went so swift,
Come the thoughts of one good rule,
Bank, and save, and learn of thrift.”

Thrift Does Not Mean Being Stingy

A leading citizen in a community greatly interested in developing thrift habits makes this statement :

“Stinginess is a selfish seeking for personal advantage and pleasure without regard to one’s own or others’ future welfare. Thrift is a wise, unselfish forethought, which holds in view one’s own and others’ future welfare, and is willing to sacrifice needless indulgences with that purpose in view.”

There are people who become so greedy to save every possible penny that they can squeeze out of their living that they live wretchedly poor lives, deny themselves proper food and clothing, and sometimes fail to give to their children the necessities of life. A girl in one of these families was obliged to go through life as a cripple because her parents had a mistaken idea of thrift and so failed to give her the proper care when she was a child. Many children have been deprived of

the proper kind and variety of food needed to build up a strong, vigorous constitution because the parents had a wrong idea of thrift.

The first principle of thrift was thus expressed by P. T. Barnum: "Economy is not meanness. True economy consists in always making the income exceed the outgo."

A girl in one of the schools interested in saving has defined thrift as follows: "Thrift means saving, or getting your money's worth, also spending wisely and living within one's means."

T. D. MacGregor says, "Industry earns, economy manages, prudence plans, frugality saves; but thrift earns, manages, plans, and saves."

Getting Your Money's Worth

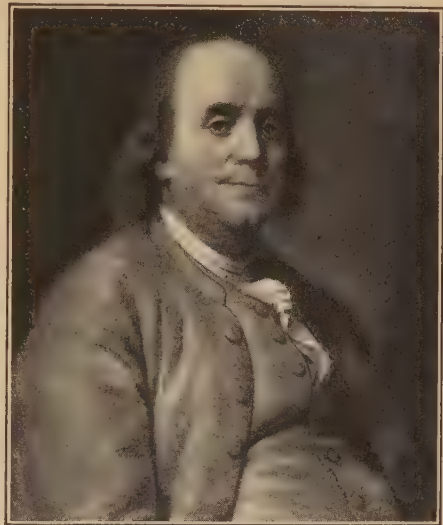
Benjamin Franklin tells the following story of a boyhood experience:

"When a child of seven years old, my friends on a holiday filled my pockets with coppers. I went directly to a shop where they sold toys for children. Being charmed with the sound of a whistle that I met by the way in the hands of a boy, I voluntarily offered and gave all my money for one. I then came home, and went whistling all over the house, much pleased with my whistle, but disturbing all the family. My brothers and sisters and cousins, understanding the bargain I had made, told me I had given four times as much for the whistle as it was worth. They laughed at me so much for my folly that I cried with vexation, and the reflection gave me more chagrin than the whistle gave me pleasure.

"This, however, was afterward of use to me, the impression continuing in my mind, so that often, when I was tempted to buy some unnecessary thing, I said to myself, 'Don't give too much for your whistle'; and I saved my money.

"As I grew up, came into the world, and observed the actions of men, I met with many, very many, who gave too much for the whistle.

"When I saw one too ambitious sacrificing his time, I have said to myself, 'This man gives too much for his whistle.'



BENJAMIN FRANKLIN

This great American lived in the eighteenth century. Find out some of the important things he did during his life.

"If I knew a miser who gave up any kind of comfortable living, all the pleasure of doing good to others, all the esteem of his fellow citizens, and the joys of benevolent friendship, for the sake of accumulating wealth, 'Poor man,' said I, 'You pay too much for your whistle.'

"If I see one fond of appearances, or fine clothes, fine houses, fine furniture, fine equipages, all above his fortune, 'Alas!' say I, 'He has paid dear, very dear, for his whistle.'"

The Budget Plan

The budget idea which is so much talked about to-day is nothing more or less than a simple plan for the spending and saving of income. Wise business men have for a long time used the budget system in carrying on successful enterprises of various kinds. It is only recently, however, that the average American has come to realize its value with relation to his personal income.

The process of making a budget is quite simple. Let us take the making of a family budget as an example, because considerable attention has been given to this part of the subject by people who have made a study of money questions. The total amount of the budget for a year is the annual income, that is, the total amount of money the family will have to spend. The budget will show a fair proportion of this total for each kind of expense. The proposed uses of money by the family may be shown by amounts grouped under the following heads: Savings, Food, Clothing, Shelter, Operating Expenses, Education, Church and Charity, Recreation, and Miscellaneous.

Each of these heads explains itself with the exception of "Operating Expenses." This head includes fuel, light, telephone service, and other things of similar character. "Miscellaneous" covers any items that cannot be classified under the other headings.

The total of the proposed expenses must not exceed the amount of the income. When the budget has been made, account must be kept of the actual expenses. The aim is to keep the actual expenses within the

amounts proposed in the budget. A new budget should be made each year with such changes as are proved necessary by the experience of the previous year. If the expenses under one item are greater than expected, the new budget will have a larger estimate for that item, with a smaller estimate for some other item.

This budget plan may be carried out by boys and girls. Their income may consist of an allowance, gifts, and money earned. Some of the headings will need to be changed. Suppose we select the following: Savings, Necessaries, Luxuries, Charity and Church, Miscellaneous.

The income and expenses probably can not be estimated as closely as in the case of the family budget, because they may change from week to week. It may be better, therefore, to make your own budget for each month instead of for a year. In your accounts, increased gains or earnings of any kind will not only show increased income, but will also give some idea of your industry. The amount of expenses under each of the headings will also tell an interesting story.

For example, the amount put aside for saving will indicate foresight; the amount of money spent for necessities may tell whether you are economical in the use of paper, pencils, and other school supplies; the amount used for luxuries will indicate accurately your power of self-control or the lack of it; while the amount given to church and charity will tell how generous you are.

Does not all this tend to show that the way one uses one's money is a pretty good indication of the kind of person one is?

Thrift of Time

“Employ thy time well if thou meanest to gain leisure; and since thou art not sure of a minute, throw not away an hour.” This is what Franklin said many years ago, but it applies with even greater meaning to the busy days in which we live. In a successful life every moment must be made to count for something.

Some one has suggested that it is quite as necessary to plan carefully for the use of our time as it is to make a budget to guide us in the use of our money. Wouldn't it be interesting to budget your time?

Allow so much time for sleep, so much for eating, so much for playing games, so much for school work, and so much for reading good books. You would then have a time bank account. The interest on this bank account would be a strong, healthy body, a well-stored mind, and the ability to enjoy both work and play.

Many Ways of Saving

Thrift week comes in January, the month that brings Franklin's birthday. Each year a national committee suggests many ways in which we can help both ourselves and our country. The idea of having a week devoted to this important topic was suggested by the various kinds of saving that we learned to practice during the World War.

It was then that government officials made a discovery. They found that a great amount of good food was being thrown into garbage cans. Their figures showed that the American people were wasting thousands of dollars' worth of food every day. Saving food was a way in which almost everybody could help

in war time. It is also a way in which you can help now to make our nation a thrifty one.

Boys and girls have raised large sums of money by saving and collecting old newspapers, rubbers, and bits of metal that most people throw away. Bits of string, pieces of wire, stubs of pencils, and ends of chalk can be used to advantage in various ways.



ONE WAY OF SAVING FOOD

These women, through their canning club, have learned how to save food that might otherwise be wasted.

These are little things, to be sure; but such efforts at saving all count. Taking care of the things we have will help to increase the value of the money we save.

A city in New Jersey used the following ten-point creed to encourage thrift among its boys and girls:

1. Study and Earn.
2. Make a Budget.
3. Record Expenditures.
4. Have a Bank Account.
5. Avoid the Borrowing Habit.
6. Invest Your Time Wisely.
7. Be Careful of Your Belongings.
8. Plan for Higher Education.
9. Invest Your Life Wisely.
10. Share with Others.

Things to Think About and Things to Do

1. How could the bank president tell whether a person was thrifty or not?

2. Why didn't the high-school boy who applied at the bank get the position?

3. How can a dollar be made to grow?

4. Explain the slogan, "Savings represent a great deal more than mere money value."

5. Did the school that had the thrift campaign believe in saving anything except money? Give reason for your answer.

6. Why do you think that the two children who failed to bring money on banking day were really anxious to do their part in winning the thrift certificate?

7. Tell about the first money you ever saved.

8. Make up a thrift rime.

9. Explain the difference between being thrifty and being stingy.

10. Try making a budget for yourself.

11. What are the advantages of a budget?

12. How is it possible to waste money buying "cheap" articles?

13. How can you save time for each of these workers: your mother, the traffic officer, the milkman, the mail-carrier, the grocer, the school janitor, the librarian?

14. Write an original story to illustrate your idea of thrift.

CHAPTER XV

THE RIGHT OF OWNERSHIP

The Stolen Sled

"My sled is gone," said Frances as she rushed back into the house in great excitement. "It was right in front of the house near the sidewalk," she explained, "and I was in the house only a very few minutes."

Her mother went out with her and they both searched carefully all about the yard. They also looked up and down the street, but there wasn't a sign of the sled anywhere. It was indeed gone. Some one had taken it.



A PROUD OWNER

How would this little girl feel if her dog or her toy automobile were to be stolen?

For the first time in her life Frances realized what it meant to have another person take something that belonged to her. She had heard others talk about

taking other people's property, but she had never realized what it meant. Now her pretty new sled was gone. She felt very bad about it for it was a Christmas gift from her Uncle James.

After standing by the window for some time, thinking hard, she turned to her mother and said, "Do you think any one could have a good time with my sled if he knew how unhappy I am because it is lost?"

"Whoever took your sled," replied her mother, "is quite likely not thinking of you nor of what the loss of it means to you. If he is thinking at all, it is probably about the good time he is having or is going to have using your sled. Perhaps later he will feel sorry and return what he has taken."

My Rights and the Rights of Others

"It is mine" is an expression that we all begin to use very early in our lives, especially if we have brothers and sisters. The struggle to keep one's belongings is the cause of many a little quarrel among children at play. Perhaps you can remember how you sometimes took the toys that belonged to your younger brothers and sisters, thinking they would not realize what ownership meant.

"Remember that Elsie has rights," was the way that one mother reproved an older child who was teasing her sister. We are all apt to forget about the rights of others. It takes us a long time to realize that if we are to have rights, we must respect the rights of others. Rights and obligations go together. As soon as I have a right to something, others have an obligation to leave that something alone. The person

who took the sled failed to understand his obligation not to take things that belonged to others.

Every time we fail to recognize the rights of others we are weakening our claim to rights for ourselves. It is surprising to find how many of our daily acts would be different if we kept this principle in mind.

Respecting the Property Rights of Others

"I built a fine house near the Lincoln School," said a man. "I spent a great deal of money laying out the grounds, starting a fine lawn, and setting out shrubs and fruit trees. Now I am afraid I shall have to sell out and leave the neighborhood because of the children in that school."

"How is that?" replied his friend. "I understand that school is in one of the best sections of the city."

"That may be true," returned the first speaker, "but the children run over my lawn, trample down my shrubs, and pick the fruit from the trees."

It is easy to see what thoughtlessness and lack of consideration for the rights of others meant both to this school and to the community. Are you doing your part to keep your school from getting a reputation of this kind?

* * * * *

A party of young people were enjoying a holiday in the country. About noon they discovered an inviting grove and decided to stop and have lunch. The boys built a fire while the girls selected a rock near by to serve as a table, where they arranged the food in a tempting manner.

They had such a good time that it was well on in the afternoon before they hurriedly picked up their things and started for home. No one stopped to see that the fire was carefully extinguished. That night there was a high wind which scattered the still burning coals of the camp fire, and by morning a valuable piece of woodland had been destroyed.



KEEP OFF

When property rights are ignored by a few,
all must suffer the consequences.

* * * *

It was an ideal Saturday for a fishing trip. A party of boys were on their way to their favorite pond. In order to reach the pond they were obliged to cross a meadow where a herd of cows were quietly feeding.

From a distance the farmer who owned the pasture was watching the boys, for he remembered only too

well what had happened just the week before. The first boy took down the bars, but no one stopped to put them up again. The farmer hurried across the field to replace the bars, saying to himself, "I shall have to do it."

The next time the boys passed that way they saw a large sign bearing the words, "KEEP OFF." This meant the end of anybody's fishing in that pond,

simply because two or three boys had failed to respect the rights of the owner.

Care of School Property

In a city that is very proud of its work in manual training, a visitor was conducted to a school where the boys were trying to make their work with tools have a very practical value. They made toys that the younger pupils in the school were glad to purchase. They built sleds for winter sports. They repaired various articles of furniture about the school.

One of the most interesting things that the visitor saw was the careful record that was kept, showing materials used, time spent in making each article, and the amount received when the article was sold. In a stock room and likewise in a tool room the pupils took turns in serving as clerks. On blanks provided for the purpose each pupil was required to leave a record of all stock taken by him. This record was checked up with the final report which was handed in when a project was completed.

A similar plan was followed in the tool room. This excellent training in the care of school property developed in these boys habits of carefulness and orderliness that increased their value to the community both as workers and as citizens.

A school in which the walls of the toilet are marked, the desks are cut and scratched, and the floors are covered with ink stains shows that the children who used it in that way had not learned even the first lessons in the care of public property. School property belongs to all the people. It should be taken care of

by each one of us. Each pupil should share in the responsibility of caring for the appearance of both grounds and building. Are you doing your part?

A Broken Window

Since it was only a quarter of nine by the school clock, the class had not been called to order. The teacher was attending a meeting in the principal's office.

One of the boys took out a ball and threw it to his companion. It was not long before the pupils were all taking part in trying to keep the ball from getting into the hands of the other boy. Suddenly there was a crash. The ball had gone through the large window near the teacher's desk.

When the teacher arrived the pupils had all taken their seats and were waiting quietly for her return. As she stepped to her desk one of the boys arose and said, "Miss Brown, I broke that window and I will pay for the damage I have done if you will help me find out what it will cost."

Hands were raised at once, for the others objected. "We were all playing with the ball," explained one of them. "Abe just happened to be the one who threw the ball when it broke the window. We all ought to help pay for it."

Borrowing from Others

Jack was exhibiting a pocketknife which was the envy of all the boys who saw it. It was a scout knife of the very latest design and had been given to him as a birthday present by his father. He was very proud

of it and had promised his father to take good care of it.

Not many days after he had received this gift, his friend Ted came along and asked to borrow the knife. Ted explained that he was to go camping over the weekend and needed just such a knife for use in camp.

Jack replied, "I lent you my pencil and you broke it; I lent you my pen and you lost it; this knife is going to remain in my possession and then I shall know whom to blame if anything happens to it."

Some pupils have a very bad habit of borrowing from others. They fail to supply themselves with pads and pencils, they leave their books at home or neglect to get them on time, and some even try to borrow lessons that other pupils have prepared.

Such pupils are often so very careless that they fail to "pay back" the material borrowed, and they fall into the habit of using property that belongs to others. Think this over carefully and see if you do not discover several reasons that will make you want to avoid the borrowing habit. What do you think of the person who borrows a book, or an umbrella, or even a lead pencil, and fails to return it?

Property of an Employer

Some people have strange ideas about the ownership of property belonging to an employer. They seem to think that ownership of such property is not like personal ownership. They convince themselves that taking a little something now and then that belongs to the factory, or the store, or wherever they may be employed, is not stealing.

A boy left school to take a position in a store. He had just completed the sixth grade when he decided to go to work in spite of the advice of his teachers. He could not expect to be paid much for his services, for he had no special training.

Not long after he went to work he met some older boys who made him feel that his employer did not pay him enough. He had agreed to work for the sum that he was receiving and so his employer supposed that everything was satisfactory.

He did not go to the owner of the store and talk the matter over. He did not even suggest that he was dissatisfied. Instead of doing either he began to take candy and other small things, saying, "I am not paid enough and so I have a right to take these things to make up."

What do you think about this boy's idea of getting even?

* * * * *

Joe was a promising pupil in a large vocational school. After school and on Saturdays he worked in a garage. His employer liked him because he was quick and did his work well. Because he was courteous and obliging, he was also a great favorite with all those who patronized the garage. On this particular afternoon Joe was busy with the wiring of an old car that had come in for repairs.

When he finished the task he said to himself, "There is plenty of this wire, and it is just what I need for my radio set. The foreman will never miss it and I am going to take some home with me."

What is wrong with this idea of ownership?

Protecting Public Property

Public property is property owned and controlled by the people. We are all members of some community and so we have a share in and responsibility for the property owned by the community. We are, or ought to be, interested in improving and taking the best care of all such property in the same way that we should if we were the sole owners.

Cutting initials on benches or buildings is a very common way of disfiguring public property. Who wants to see your name or mine carved in some public place? Some one has said, "No one becomes famous but rather infamous by cutting his name in public places. He hands down his name as a conceited person worthy of blame from the entire community."

Boys often thoughtlessly break off the branches of young trees along the highway or carve the trunks with jackknives. They fail to realize how many years



SHARING THE CARE OF CITY PROPERTY

This boy wants to help keep the park clean, so he places his waste papers in the rubbish receptacle.

it takes to get a tree well started. They do not stop to think what the trees will mean, later on, to every citizen who shares their refreshing shade or admires their beauty. Aside from the pleasure that trees give they are an important resource of our country and should not be destroyed.

People sometimes damage or destroy city property and excuse themselves by saying, "The city owns it and so it doesn't matter." Because there are many others with whom they must share the ownership of a park or a playground some are not willing to do their part in taking care of it.

How much better it is to care for public property as we do for our own. For instance, we can assist the playground director in taking care of the apparatus so that it will be kept in good condition and last as long as possible.

A Thoughtless Act

In a fine old town in Illinois there is a very beautiful road shaded by rare trees. They were brought from abroad by the man who owned much of the property in that part of the town.

While the trees were still young, there came an ice-storm and the branches bent under their heavy load. A thoughtless boy, on the way home from school, took hold of the top of one of these and forced it to pull him up and down. He thought it was great fun.

To-day all the trees are straight and fine except the one the careless boy pulled down. This tree bends toward the road. There it has stood for sixty years, marring the beauty of an otherwise perfect line of

trees, which never fail to attract the attention of all lovers of nature.

A Wrong Idea

In a school where pupils and teachers have worked out a very successful plan for giving school honors, there is an Honor Council. This Council decides the cases of all applicants for honors whose conduct has been in any way questionable.

At one of the Council meetings the following case was presented for discussion: A pupil was qualified for honors in every way so far as the school was concerned. The public library, however, reported that he had consented to the cutting out of some pages from a library book taken out on his card. He had not injured the book himself, but had allowed another boy to cut out the pages on the condition that the other boy should pay for the book if the cutting was discovered.

The Council decided that this showed clearly that the boy lacked a fine sense of honor and had a wrong idea about public property. The school honor was refused because the boy had failed to conduct himself as a good citizen.

A Corner Street Lamp

The boys of the Franklin Grammar School were having a fine time snowballing. One of the balls went higher than was intended and the sound of breaking glass warned the boys that the globe of a corner street lamp had been shattered.

These boys belonged to a class of which the school was very proud. The leader of the group at once

decided that the accident should be reported to the principal, whose judgment every one respected.



PROTECT PUBLIC PROPERTY

This street lamp adds to the welfare and attractiveness of the community. A good citizen will be careful not to break it.

It was a sober group that entered the principal's office a few moments later and listened in silence while one of their number explained what had happened.

The principal considered the matter and finally decided that the boys had better send a committee to the office of the Electric Light Company.

When the committee appeared at the office of the company they were met by a courteous official who listened quietly to their story. The accident was fully explained by the chairman, who also stated that the boys wanted to know how much it would cost to repair the damage.

The representative of the company was a man who understood boys. He thanked them for coming, and said that the company appreciated their efforts to make good the damage they had done but would not make any charge for the broken globe. The boys, however, insisted on paying for the damage and

made it clear that they would feel better to settle the affair in this way. A price was then named and the amount quickly paid by the boys.

A letter from the company commending the boys was sent to the principal. Can't you imagine how the children in this school felt when the principal read the letter in the assembly the next morning?

Things to Think About and Things to Do

1. If you have ever had any of your personal property taken, how did you feel about it?

2. Why does the right of ownership depend upon each person's respect for the property rights of others?

3. Mention some of the ways in which people sometimes fail to consider the property rights of others.

4. Why should injury to the property of others be reported?

5. What is your opinion of borrowing and forgetting to "pay back"?

6. "I have a right to take these things to make up for my small salary," said the young clerk in the store. What was the matter with his reasoning?

7. A pupil took something belonging to the school. "Nobody owned it, so it didn't matter," he said. What do you think about it?

8. Damage to the property of others is often done thoughtlessly. Why does this not excuse the person doing the damage?

9. If the boy did not cut out the pages of the library book himself, why was he to be blamed?

10. Make a list of the privileges that you enjoy in your home, in your school, or at the public library; then state some of your obligations because of these privileges.

11. Plan and carry out a simple play to illustrate some of the ideas of ownership.

CHAPTER XVI

RULES, ORDINANCES, AND LAWS

The Right Idea

THE work of the term was nearly finished and the long vacation was in sight. The boys of the Wadsworth School were playing the Lincolns in the final game of the spring series. Both teams worked hard, and the players did their best. The day was unusually warm for the time of year and the boys were very hot and tired when the last inning was finished.

A river wound its way through the village not far from the field where the boys had been playing. A swim in its clear, cold waters was suggested by one of their number and the idea met with instant approval. Soon the boys were racing with each other in their eagerness to reach the banks of the stream and have a dip in its refreshing waters.

The river looked harmless; but the parents of many of these boys had warned them of the danger of its swift current and of the deep holes, which had been responsible for the loss of several lives. Not only had the boys been warned, but some of them had been forbidden to swim there. Moreover, when the boys reached the river they found that the village safety committee had posted notices on the trees along the stream forbidding swimming because of the danger.

The captain of one team, a strong swimmer, felt no hesitation in plunging into the river. He was so confident of his own safety that he was disappointed and displeased when so few followed his lead. Many anxious glances were cast in the direction of the signs as the captain shouted, "Come on in, boys. The water is fine. It's perfectly safe here. See how easily I swim. It's great, I tell you." A few of the boys stripped off their clothes and joined the captain, but many of the group still hesitated.

The catcher of the team was resting in the shade of a large tree not far from the other boys. He was known among his companions as one whose judgment was reliable. Many a game had been won because this boy had kept his head and had been cool and unaffected by the jeers of the crowd.

"George isn't swimming," remarked one of the group. "Let's go and ask him what he thinks about it." So the boys put their question to this quiet, dependable companion who had never yet failed them.

"Why do you suppose those signs were posted along the bank?" he replied. "There must be some good reason. Only last week Jim Smith was drowned not far from here. I suppose he thought those signs were unnecessary. Boys, the committee that posted those signs was trying to protect just such fellows as we are."

Just as George finished speaking, a cry for help was heard. One of the swimmers was seized with a cramp. Because of the swift current the other boys had great difficulty in reaching their companion. They rescued him just as he was about to go down for the last time.

As they were walking home, one of the boys remarked, "George surely had the right idea about those signs. I guess most rules are made to protect us."

Meaning Well Will Not Do

Most of us mean to do the right thing; but, no matter how good our intentions may be, we sometimes get careless or forget about the rights of others.

Two well-dressed gentlemen entered a public library one afternoon. They were so interested in the subject they were discussing that they continued talking after they were seated at one of the tables.

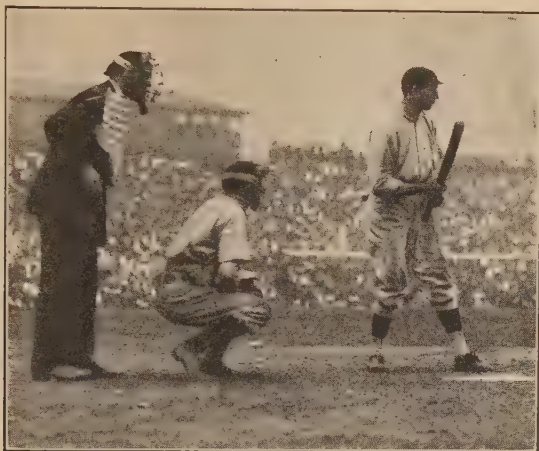
The librarian quietly called their attention to the rules of the library which forbade any talking in the reading room. The men immediately ceased their talking, much to the relief of the people all about them.

Although well-meaning citizens, they had forgotten the rights of the others who were trying to read.

Why We Have Rules and Laws

Do you think there would be any fun in playing games unless we had rules and insisted that the players know the rules and play the game according to them? We call a person who cheats in a game a poor sport and we are justified in refusing to play with him or with the team of which he is a member. The boy or girl who refuses to abide by the umpire's decision is put out of the game, and we all feel it is the only fair thing to do. Even in very simple games the players have to agree upon certain rules or they soon start quarreling and the game is broken up.

In the home one child is not allowed to take away the playthings that belong to another. At school we may not talk or whisper when we like, because the room must be kept quiet for study.



TEAMS MUST PLAY ACCORDING TO RULES

The umpire makes important decisions.

In every part of the United States we have a very helpful traffic rule made to avoid accidents and assist in helping people as well as vehicles to move in an orderly manner and as rapidly as possible. This rule says that all persons and vehicles must keep to the right when they meet other persons and vehicles, and pass on the left if they wish to overtake and go by them.

Even with this regulation many accidents occur every year. Just think of the thousands of persons who would lose their lives if we had no such rule! Then, too, think of the confusion and the loss of time if the driver of every vehicle had to decide this question.

Some people are selfish enough to prefer their own comfort and convenience to that of others even though they may know that they are taking rights that do not belong to them. A few, whom we sometimes call criminals, try to get what they want and have their own way no matter how much others are injured by their acts. We must have laws so that the great majority of citizens may be properly protected.

Laws also make it possible for the people in a community to do and have more things than any one of them could do or have if dependent upon himself alone. City ordinances provide for playgrounds and for public parks that all citizens may enjoy, make possible



AÉRATION OF WATER

One method of purification in order to protect the health of the community. A more common method is to test the water several times a day, and to add the necessary amount of chemicals.

fire and police protection for all property within the city limits, and provide in many ways for the health and enjoyment of the people. State and national laws protect our food, give us improved highways, and in many other ways insure our comfort and welfare.



A CITY ORDINANCE CREATED THIS PLAYGROUND

These children spend many happy hours in this public playground provided by their city.

Early American Ideas about Laws

How would you like to have been a passenger on the *Mayflower*, the sailboat that brought the Pilgrims to America? If you like adventure, you may imagine that you would have enjoyed the trip. Perhaps you have forgotten how many weeks it took to cross the ocean in those days, how many people were crowded into the boat, and what a stormy voyage that little band of adventurers experienced before they caught

sight of the New World. After such a long and difficult voyage, shouldn't you think these people would have been very eager to get to land? Yet they stopped and held a long, serious meeting before they made any attempt to get passengers and cargo safely ashore.

Can you imagine the dimly lighted cabin, the sober faces of the men as they gathered about the crude table, making the first agreement of the Plymouth colony? Of course, there must have been some among the number who thought it was unnecessary to waste time in making an agreement by which all were to be governed. You can imagine these men saying, "What's the use of any laws for a little company like this? Let each man do as he pleases. This new country is big enough so we shall not need to bother each other."

But the wise men in the company knew that some agreement was necessary. They insisted upon talking matters over and then on having their agreement carefully written down. This agreement is known as the Mayflower Compact. It stated that the paper was drawn up so that the people could unite for the purpose of "better ordering and preservation," and so be able to make "such just and equal laws, ordinances, acts, constitutions, and offices, from time to time, as shall be thought most meet and convenient for the general good of the colony."

Some of the laws made by the majority in the years that followed do not seem "just and equal" as we look at them now, but because they were laws they were enforced as strictly as possible by those in charge of the government at that time. One reason for acts that now seem to us unjust was the failure of those who were in

the majority, that is, the group having the larger number, to consider the minority, or the group having the smaller number. History teaches us that many worthwhile movements have had their beginnings in the efforts of the minority group. We need to learn to respect the opinions of those who differ from us. Majority rule, however, has been an accepted principle in American government since the beginning of our history. Every loyal citizen is bound to respect the decision of the majority and to abide by it.



A COLONIAL METHOD OF PUNISHMENT FOR
MINOR OFFENSES

A Club Picnic

Voices were raised and a heated discussion was in progress. From behind closed doors various arguments could be heard, such as: "At Long Pond there are tables for our lunch and a shelter in case of rain." "Osburn Lake has boats, and there is a sandy beach with shade trees." "We can find wild flowers at Bidwell's Glen, and it's great fun to climb over the rocks."

The "Sunshine Club" was holding its final meeting. This little club of twenty members had completed the

People who broke minor laws, especially women, were sometimes punished in the ducking stool. The unfortunate person was fastened in the stool and was then "ducked" into the water.

work of a very successful season. During the winter they had raised money in various ways and had contributed to a fresh-air fund for city children, and also to a fund for children made homeless by an earthquake. At Christmas time they had bought toys for the children at the city orphanage.

The club had a little money left in the treasury, and had decided to use it for a picnic on the last Saturday in May. Where it should be held was the much debated question.

"Since there are so many good places near the car line I think we should put the matter to a vote," volunteered the president.

At the usual signal all talking ceased, papers and pencils were passed, and the marking of ballots began. Some wrote their decision at once, while others hesitated. Finally the tellers were requested to collect and count the ballots. The result was announced as follows:

3 votes for Long Pond

8 votes for Bidwell's Glen

13 votes for Osburn Lake

"Osburn Lake wins as it has the majority," said the president.

It is sometimes difficult to accept defeat graciously and to follow cheerfully the decision of the majority. But the girls in this club had learned that lesson; so it was not a surprise to any one when a member of the minority arose and said, "I move that we make the decision unanimous, and that we all do everything we can to make our annual picnic a success."

The motion was carried by a rising vote, and the

remaining plans for the picnic were made with enthusiasm. All the members attended the picnic and declared it a great success.

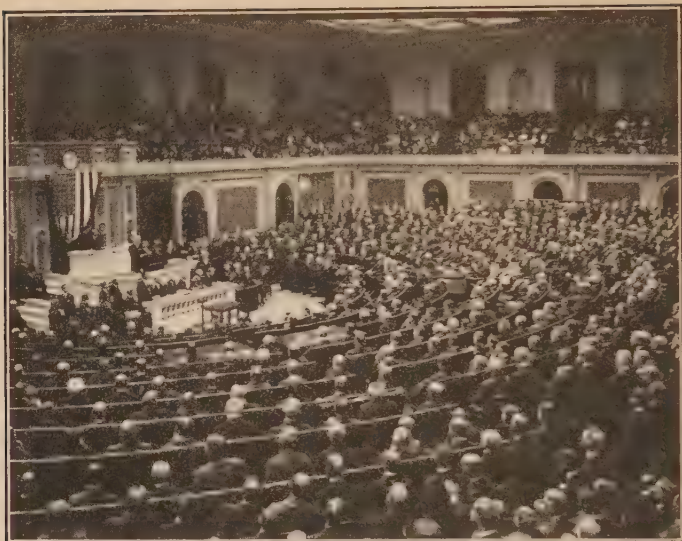
Who Makes the Laws?

In our homes, the father and mother make the rules and regulations that are necessary for the good of the family. In very simple games, the rules are often made by the players. In games like baseball or football, the rules are made by experts.

Most of the special rules in each school are made by the principal and the teachers. In some schools, however, the children are allowed to have a share in making some of the rules. This is especially true in matters concerning conduct in the classroom, in the corridors, and on the playground.

A city or town makes some rules, or ordinances, as they are called. For example, you cannot park your automobile wherever you like, but must obey the rules which have been made for the greatest convenience of the people. The rules made by each state are called laws. The laws about education in your state are probably somewhat different from those of states near by because each state is allowed to take care of this matter in the way that seems best to the people who live there. The United States government makes laws for the whole country, and all the people are expected to obey them. The national laws regulating the sale of drugs, referred to in a previous chapter, are an example of this.

In every city, in every state, and in the nation there are three parts in our plan of government. The first,



A MEETING OF CONGRESS

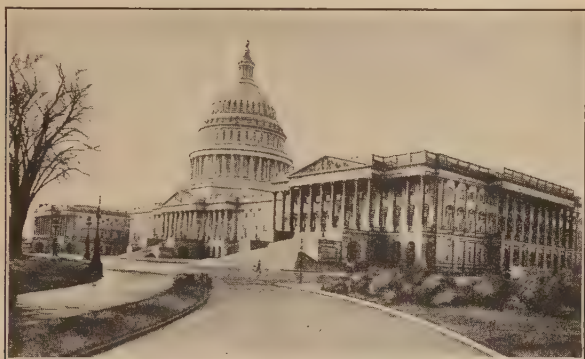
A joint meeting of the House of Representatives and the Senate, being addressed by President Harding.

called the legislative department, makes the laws; the second, known as the executive department, carries out the laws; and a third, or judicial department, decides questions relating to laws.

A town or city has a public building usually known as the town or city hall. One or more rooms in this building are set apart for those who meet at stated times to make the ordinances. Here, too, will be found offices for the various officials whose duty it is to conduct necessary business and see that the laws are properly enforced. In many communities a place is also provided for a local court.

One city in each state is known as the capital. This

city has a large public building called, in some places, the capitol; in others, the statehouse. Here the legislature, made up of representatives of the people, meets to make laws that govern the state. The governor of the state and other state officials who have offices in this building, carry on the business of the state and see to it that the state laws are enforced. The highest court in the state usually meets in this building.



THE CAPITOL AT WASHINGTON, D. C.

Notice the above picture of the capitol at Washington. This is the place where senators and representatives, persons chosen by the people, meet to make laws for the nation. The President lives in the White House, and has his offices there. The business of the nation requires so many government officials that numerous large buildings are necessary to provide offices for them.

Respect for Laws

Laws are simply rules that various lawmaking bodies of the country have made for the good of all the people.

Only as we all respect these laws can we expect to live happily together.

In President Coolidge's first message to Congress, the lawmaking body for the whole country, he said: "Free government has no greater menace than disrespect for authority and continued violation of law. It is the duty of a citizen not only to observe the law but to let it be known that he is opposed to its violation."

That is just what we do when we refuse to play with any one who cheats in a game. Should we not feel the same way about a person who fails to obey the laws?

Under our form of government we have all agreed to give up certain rights for the general good. We give up a share of our property each year in the form of taxes so that the community, the state, and the nation may have money to pay the expenses of carrying on the government. We agree not to hunt or fish in certain seasons of the year in order to keep the supply of game from being exhausted. The driver of an automobile gives up his right to run the machine as fast as he pleases so that the lives and property of other people may be protected. Children of school age are not allowed to stop school in order to work and earn money, because our country believes that all children should have a certain amount of education in order to be intelligent citizens.

Society is no longer a simple affair, as it was in the very early days of our history. We have as many people in some of our large cities as there were in the whole country in those early colonial days. We naturally need more rules or laws as the country

increases in size. Like good sports we should keep well-informed and play the game of government according to the rules. In this way we can live together more



OBEYING TRAFFIC LAWS

The rights of both pedestrians and motorists must be respected. Each has a turn to cross the street. The traffic here is regulated by lights from the traffic tower and also by policemen.

comfortably, have greater real liberty, and do more than we could possibly do without laws.

Misunderstanding and differences of opinion are sure to arise even though we have the most carefully made laws. For this reason we have a system of courts extending from small local courts to the United States Supreme Court, which is the highest court in the land. When a dispute arises over business matters, or over an injury, the case may be taken to the proper court for settlement. The courts, too, try persons accused of crime, and provide for the punishment of those found guilty.

In our games we have an umpire or referee whose duty it is to see that the game is played according to the rules. So each community has officers whose duty it is to see that laws and ordinances, which have been agreed upon as necessary, are properly enforced. Moreover, each citizen is expected to do his part both in obeying the laws and in seeing to it that they are justly and properly carried out.

Helping in Law Enforcement

The keen eye of the alert policeman, who stood at the four corners, saw at once that the heavily loaded automobile which sped rapidly by him carried no number plate in front. In an instant he was out in the middle of the road, his hand raised to stop an approaching car driven by one of the citizens of the community.

Before the driver had time to bring his machine to a stop the officer was on the running board, shouting directions. "Step on the gas. Sound your horn. We must catch that car." These were some of the commands that reached the owner's ear.

Without a thought for himself or his car, the driver instantly obeyed the commands of the officer. He was what we might call an ordinary citizen, but he knew it was his duty to obey the officer and do all he could to help him. He was on his way home after a hard day's work in a downtown office, and had reached a part of the city where the roads were fairly clear. On they dashed through the gathering darkness in rapid pursuit.

The chase was exciting, but the little car did its part so well that each minute they drew nearer and nearer to the man who was trying to escape. At length the desperate man saw that he was losing ground. He slackened his speed and made a daring leap from his car, hoping to escape to the woods near by. The policeman had anticipated this move and was ready to jump. Soon the officer overtook and captured the lawbreaker.

The owner of the car was praised by the chief of police for his bravery. The captured man proved to be a desperate criminal who had long been sought by the police in that section of the state. The newspapers were loud in their praise of the policeman and called the driver a hero. The citizen said, “I simply did my duty in helping to make life and property safe for us all.”

“Liberty and Justice for All”

“With liberty and justice for all” are words that we repeat every time we give the salute to the flag. Most of us say them with comparatively little thought as to their meaning. Yet they are very important words, for we cannot have true liberty without justice, that is, we must always consider the rights of others as well as our own. Whenever we take more than our share of rights we deal unjustly with some one, because we take some of his rights.

One person’s liberty ends where the other person’s rights begin. But how shall we know what belongs to us, and how much we ought to give up to others? Men naturally have different opinions about matters

so important. For that reason we need laws to help regulate the actions of individuals so that the rights of each may be made secure.

While we enjoy our own rights, ought we not to be very careful about the rights of others? Are we not likely to make better citizens if we think more about



“LIBERTY AND JUSTICE FOR ALL”

Many people have come from other lands to live in the United States because we believe in this motto.

their part in the struggle for liberty. There will always be more problems to meet and difficulties to overcome. The future of our country depends largely upon the wisdom of those who make our laws and the loyalty of those who obey them.

our duties than about our rights? The rights will take care of themselves if all are careful first about the duties. Rights and duties must always go together if we are to have liberty for all people.

Neither ignorance nor thoughtlessness can be offered as an excuse by one group of people for treating another group unfairly. Our forefathers did

Things to Think About and Things to Do

1. Mention some rules or laws that you think are made to protect people.

2. If a person wants to drive an automobile, why must he first get a license?

3. What usually happens to the player who refuses to play according to the rules or who talks back to the umpire?

4. Should a person who does not know about certain rules or laws be excused from following them? Give reason for your answer.

5. Why should we respect the opinions of those who differ from us?

6. Why should the majority decide questions?

7. Who makes the laws or ordinances for your community?

8. Visit the building in your locality where the business of the town or city is carried on, and make a report to the class.

9. Talk with a policeman, a lawyer, or a judge, and get his suggestions about ways in which boys and girls can help to make a community law-abiding.

10. What is the responsibility of a person who knows that a law is being disobeyed?

11. Why do we have courts?

12. Find out what different kinds of courts there are and the purpose of each.

13. Give the reason why rights and duties always go together.

14. How does obedience to law protect the personal rights of every one?

CHAPTER XVII

LEADERS AND LEADERSHIP

Leadership in School

IN many schools the boys and girls are given a chance to take a helpful part in the planning and carrying out of various activities. In some schools this is done through the work of committees appointed by the teacher, in others through a class organization. Still other plans include an organization of the whole school so that all the classes may work together.

In a school organized on the community plan similar to the last one suggested above, it is clearly understood that a pupil cannot be a candidate for office unless he has shown qualities of leadership. As a leader he must be able to think straight. He must be able to distinguish between right and wrong and to act promptly for the right. He must be willing to serve his companions whenever he has the opportunity. Every candidate for any school office must stand for the best things in American citizenship as well as in the life of the school. Before any student is considered for an important office, the teachers in this school are expected to give favorable answers to questions like the following :

1. Does he or she attend school regularly and come on time?

2. Is the candidate courteous in the classroom, about the corridors, and in the assembly?
3. What is his or her scholarship record?
4. What service has the candidate ever rendered to a class or to the school?
5. What are the leadership qualities that he or she possesses?

Choosing a Leader

In some schools it is the custom to have each candidate for the office of president appear before the pupils in a general assembly and tell what he believes should be the qualifications of a person seeking the office.

This is the way one candidate expressed his ideas:

“I believe the person who is chosen president of our school community should be able to act promptly in making decisions and to deal fairly with his classmates. He should be able to work with others because he knows the value of coöperation. He should be willing to give up personal convenience for the good of the school and should be interested in all its activities.”

Another boy who was running for president had, in one of the previous terms, been selected by his classmates as their class leader. He did well for a time, but when the class got into some trouble he resigned. He claimed the pupils had not followed his suggestions, and so he was unwilling to remain as their leader and try to help them out of their difficulty. When he appeared before the school assembly and asked to be elected as community president he made many promises. The boys and girls, however, were unwilling to trust the promises of a candidate who had failed when he had a chance to serve the pupils of his own home room.

Anthony's Idea of Leadership

Anthony was an Italian boy taking the machine-shop course in a junior high school. He was elected by the school as their community vice president and from that time on he set himself the motto, "I am community vice president and I must set an example to the school."

Anthony was so excitable that he almost shouted when he made an announcement in the assembly, but the boys all liked him and were proud of him because he did things for the school. He was always anxious to do his part just right so that he would be a good representative of the boys in the shop.

He kept all the other boys in his group busy because he was willing to do things himself. He spent much of his spare time helping out in the school library, and was always on hand when there was any work to be done.

An Arabian Boy Preparing for Leadership*

Mohammed, a lad of seventeen, was the son of a dragoman who lived near the great pyramids. On his head he wore the red fez, but his clothing was European. He wore a light pongee suit, carefully pressed and spotless. He wished to look his very best, for his father was expecting some distinguished American guests who were to camp for the night on the desert not far from the pyramids. When the leader had been in Egypt before, Mohammed was a little boy.

* From *Around the Camp Fire with the Older Boys*, by Margaret Eggleston. Copyright, 1921, George H. Doran Company, Publishers.

Now the American must see that the boy had grown into a man of whom his father could be proud.

"Father loves to honor the Americans," Mohammed said to himself. "I wonder if I shall like them also. Perhaps they can tell me some of the things about which I am thinking. I wish I knew what I should be five years from now."

A sound of wheels was heard and a sand cart appeared, closely followed by ten or more donkeys. Then a dozen camels slowly brought up the rear, swaying along with their tired riders, all eager to dismount. For many miles they had ridden across the desert in the moonlight, so the little tents looked wonderfully attractive to them now.

Mohammed listened to them as they exclaimed over the tents and wondered at the preparations made for their comfort. He listened to their happy laughter as they gathered about the table, but he kept outside in the moonlight. He was a little afraid of them, for he had heard that some of them were very learned men.

He listened as they planned for the trip of the next morning. One by one they went to their tents. Then his heart gave a bound of delight. His father was telling a small group of the Americans that he would gladly walk with them the half mile to the Sphinx so that they could see it by moonlight. Here was his chance. He too would go.

So, although it was already an hour after midnight, the little party started across the sands. Ahead of them the Great Pyramid reared its head, with two smaller ones near it. The night was almost as light as day. The walk was one long to be remembered.



THE SPHINX

The Sphinx is a huge stone figure, 189 feet long. It has the body of a lion and the head of a man. The shifting sands of the desert have partly buried it several times so that it has been necessary to uncover it.

Mohammed found himself telling the Americans of his life in the mission school in Cairo; of the kindness of the teachers and the inspiration which their lives gave to him; of his desire to be a leader some day. How easy it was to talk to them!

They came, all too quickly, to the Great Pyramid and then to its neighbor, the Sphinx. The moonlight played over its face, and the great figure seemed ready to speak.

Far away in the distance hired mourners were wailing for the dead, and their cries added to the weirdness of the scene. From the desert near by two other Arabs appeared like ghosts in the night. They were guardians of the desert treasures. There was quiet and loneliness near the Sphinx.

Awed by the scene, the visitors sat down on the sand. It was beautiful beyond description. For a long time no one spoke. Finally the father leaned towards the visitors and said :

“ It is very, very old now — one of the oldest monuments in the world, and it will last forever. It is well made, of good material, and on a sure foundation, so it must stand. You are fortunate in seeing our Sphinx at its best, in the moonlight. But you are tired, and we must return to the tents.”

The night grew cold and the chill of the desert fell on the visitors and their guides as they crossed the desert. Mohammed was telling of his desire to help in the progress of his race toward better education.

“ Do you think I can do it ? ” he asked. “ Can I be a leader of my people ? How can I get ready ? It seems as if it were asking much to have father keep me in school so long, though he wants me to go. Is there a better way ? ”

For answer one of the visitors pointed back to the Sphinx standing steady and distinct in the moonlight, and said, “ Let your father’s own words answer your question, Mohammed. ‘ It is well made, of good material, and on a sure foundation, so it must stand.’ What is true of the Sphinx is doubly true in the life of a boy. Good health and a trained mind will make your life of most value to Egypt. Look again behind you. The old Sphinx looks towards a new day. Keep your mind fixed towards the future and build carefully in mind and body and soul.”

“ Thank you,” answered the boy. “ Study is easy when there is a reason for it. I will get ready.”

Public Leaders

We often fail to realize the sacrifices made by those who hold public positions in the community, the state, or the nation. Many men in these positions could earn a much larger salary than they receive for public service by continuing their private law practice or by carrying on some business. These public servants also give generously of their time and energy in order to carry on their work as leaders. A government like ours must have many leaders who are willing to give up personal convenience for the good of their fellow citizens.

Being a Good Follower

Perhaps you have always thought that a cipher was just a cipher and that was all. But a man who wrote an interesting article in one of the daily papers had a different idea about it. He asked the question, "Why are most men ciphers?" Then he answered his own question by saying, "Because they count for nothing ahead of a leader, but a great deal behind him." Six naughts in a row amount to just exactly nothing at all. But six naughts with the dollar sign and a one before them stand for a fortune of a million dollars.

So it is with each one of us. Standing alone, most of us do not amount to much. But if we get back of a good leader we can accomplish a great deal. In fact leaders must always depend upon devoted and loyal followers. In the home, where father and mother are the leaders, boys and girls have many opportunities to prove that they are good followers. If pupils are not loyal to the principal and teachers as well as to their

chosen leaders, it is impossible to get the proper school spirit or have the right kind of a school. The director on the playground must have the support of the players who gather there if he is to make it a place where each one may have the greatest enjoyment.

When an opportunity is given to choose a leader, the right kind of followers will always choose the person who has special fitness for the task. Good followers will be faithful and loyal to their leaders in spite of all difficulties. They will work hard for the success of any plan that is agreed upon. They will coöperate heartily in all efforts for the common good.

Whether we are leaders or followers, we ought to be the best of whatever we are.

Things to Think About and Things to Do

1. What qualities would you expect the leader of your class or club to possess?
2. Explain the following statement: "He who would govern others must first learn to master himself."
3. What was the secret of Anthony's success?
4. What do you expect to be ten years from now? What are you doing about it?
5. How did the American help the Arabian boy to see the value of education in preparing for leadership?
6. Name two or three leaders about whom you have read, and tell some of the qualities that made them successful.
7. Make a list of the qualities of a good follower.
8. Collect clippings from the newspapers giving examples of good leadership.

CHAPTER XVIII

THE LAW OF LOYALTY

IN his "Code of a Good American," Professor Hutchins says, "If our America is to become ever greater and better, her citizens must be loyal." The code ends with this important sentence, "Those who obey the law of loyalty obey all of the other ten laws of The Good American."*

Roosevelt's Example of Loyalty

Theodore Roosevelt was only twenty-three years old when he made his first address on Americanization before a well-known club in New York city. The next speaker, who was editor of one of the leading newspapers, made a pleasing address in which he called all "isms" fads, that is, things that would not endure for any great length of time. When the editor finished speaking Mr. Roosevelt stepped forward to the edge of the platform and said, "If it is true that all 'isms' are fads, I would ask you, Fellow Citizens, what about Patriotism?" The audience rose to its feet and applauded.

When Roosevelt, after nearly forty years of service for his country, was in the hospital at the time of his

* See appendix, page 278.

last illness, he said to his sister, "I wish that I might, like Quentin, have died for my country." She replied, "The difference between you and the majority of us is that you not only are willing and anxious to die for your country, but that you live for your country every day of your life."

The Sunday evening before Theodore Roosevelt died, there was a meeting held in the city of New York by the American Defense Society, at which he had hoped to be present. Although he was not able to attend this meeting, he sent a letter which contained his final plea for Americanism. Among other things he said, "We have room for but one flag, the American flag; we have room for but one language here, and that is the English language; and we have room for but one sole loyalty, and that is the loyalty to the American people."

Loyalty to Country Is Natural

It is said that the Ethiopian imagines that God made the sands and deserts, while only angels were employed in making the rest of the world. The Norwegians, who are very proud of their rugged mountains, have a motto that reads, "Spirit, Loyalty, Valor, and whatever is honorable, let the world learn among the rocks of Norway."

The Eskimo would not exchange his blubber oil for our food nor his ice mound for a home filled with things that we consider luxuries. Each is loyal to his own, to his native land. Should we not be loyal to America, the country where every man has a chance, the great land of opportunity?

Others Have Suffered for Us

Have you ever thought of the thousands of men and women who have suffered and died to give us the America of to-day? The men of the Revolution



NATHAN HALE

Statue in New York. The last words of this Revolutionary War hero are inscribed at the base of the statue: "I only regret that I have but one life to lose for my country."

pledged their lives, their fortunes, and their sacred honor that we might be a free and independent nation. The men of 1812 fought to give us freedom of the seas and win for us the respect of other nations. In the Civil War many thousands gave their lives to keep us "one nation, indivisible, with liberty and justice for all." No nation has more splendid heroes than America. Surely we have a country that calls for a full measure of our loyalty because of the many patriots who have loved their country better than they have loved themselves.

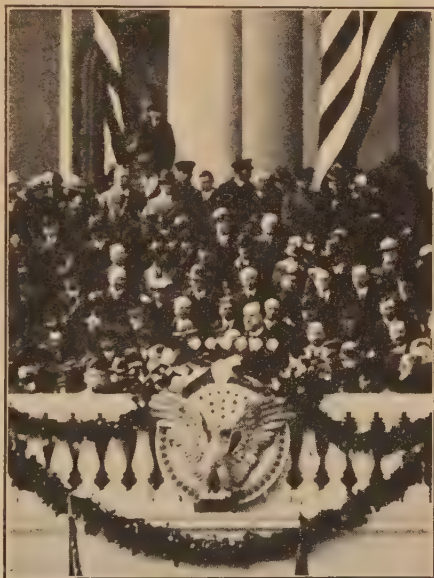
If we are really grateful to the founders and preservers of our nation,

we cannot help being loyal citizens. We shall want to do our part to preserve what has been handed down to us. Like the men of ancient Athens, we shall strive to pass on our heritage not in any way less than it has come to us, but greater, better, and more beautiful. If we love our country and are devoted to its welfare, we shall be obedient to its laws and loyal to its government.

Loyalty Expresses Itself in Deeds

True loyalty expresses itself in deeds. This means that if we really love and are proud of our home, of our school, of our community, and of our nation, we will show it by our everyday acts. Obedience to parents, willingness to do one's part, and faithfulness in the performance of home duties are first steps in good citizenship.

Loyalty to the school will prevent us from throwing papers about the yard, or walking across the lawn, or



INAUGURATION OF PRESIDENT COOLIDGE

As a part of the inauguration ceremony the President swears to execute faithfully the office of President of the United States, and, to the best of his ability, to preserve, protect, and defend the Constitution of the United States.

breaking rules which are made for the good of all the pupils.

When a substitute teacher is sent to the school, loyal pupils will do all they can to aid her because they desire to keep the good reputation of the school. Helping to make and keep good attendance records is another way of showing one's loyalty. In fact, loyal pupils will be willing to serve the school in any way they can and to do everything possible to have a fine spirit in the school. They will put school interests above their personal interests.

When we go on picnics to the public parks, pride in our city will lead us to put our scraps of lunch and waste paper in the barrel or box provided for this purpose, instead of throwing them about where they will litter up the park and help to destroy its attractiveness.



PLEDGING ALLEGIANCE TO THE FLAG

"I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands, one Nation indivisible, with liberty and justice for all."

Taking care of school property or of the things on the playground is another way of showing our loyalty to the community. Strict observance of all local regulations, such as care of garbage or waste, rules for contagious diseases, or conduct in public places is one of the best ways of showing that we are interested in the welfare of the place in which we live.

Proper respect for our flag is one way of showing loyalty to the nation for which it stands. Every time we address a letter carefully and correctly we are helping both ourselves and the government. Doing our school work so that we get the greatest possible amount of good from it is still another way of showing both loyalty and appreciation to our community and to the state.

It is this attention to what may seem little things that proves we are striving to be truly loyal citizens.

How America Has Helped Other Nations

We have reason to remember with pride what our army and our navy have done for the oppressed people in other lands. At the time of the Boxer Rebellion in China we had to send soldiers to protect Americans in that country. These soldiers not only did their part in looking after our interests, but they also took care of thousands of Chinese as well. The Chinese were so grateful that they sent the American captain a letter, which read in part as follows:

“You have opened charity eating houses and saved the poor from starvation, you have employed policemen to prevent crime, gambling houses and opium dens have been closed, and thieves driven from the

district. We have been made very happy, and we are grateful to you because you have protected us so kindly."

When McKinley was President, our country declared war on Spain in order to help the Cubans recover their independence. The people of Cuba had revolted against Spain because they had been oppressed and ill-treated. Our soldiers and sailors helped restore order in the island, and Spain was forced to give up her control. Under the protection of our government, the Cubans were given their independence and became a free and prosperous people. They still depend upon our country to help them when they have trouble among themselves.

In 1917, President Wilson reached the conclusion that Germany, by her use of submarines, threatened those rights of humanity upon which civilization itself depends. In his address to Congress he made it clear that America was not seeking any selfish ends in taking part on the side of the allies in the World War. He urged that we enter the war as one of the champions of human rights. President Wilson believed that we should use the influence of the United States in favor of a plan by which agreements between nations must be kept and the peace of the world maintained.

Our help was so greatly needed that we could not wait for volunteers, and so our government required all the men between the ages of twenty-one and thirty-one to register and be ready to go into training camps at a moment's notice. From factories and farms, stores and banks, colleges and universities they came, loyal Americans responding cheerfully to the call of



HELPING OTHER NATIONS

Hundreds of these transports carried our soldiers across the sea after we had entered the World War.

their country. A million of our men were fighting bravely with the allies and other millions were getting ready to follow them, when the great World War came to a close with the signing of the armistice.

Loyalty to Humanity

The world is larger than any one country, and therefore our loyalty must include other countries as well as our own. The Code of a Good American (pages 272-278) expresses this so clearly that every boy and girl might do well to commit to memory the following paragraphs:

“I will be loyal to humanity. In loyalty I will do my best to help the friendly relations of our country with every other country, and to give to every one in every land the best possible chance.

“If I try simply to be loyal to my school, I may be disloyal to my town, my state, and my country. If I try simply to be loyal to my town, state, and country, I may be disloyal to humanity. I will try above all things else to be loyal to humanity; then I shall surely be loyal to my country, my state, and my town, to my school, and to my family.”

When the Japanese earthquake laid waste Tokyo and Yokohama, America hastened to send aid to the stricken people. President Coolidge's first proclamation called for five million dollars for the Japanese Disaster Relief. This sum was raised in a little over a week. In ten days, the amount sent in by our people for the relief fund had reached eight million dollars; and, at the end of two weeks, the total was nearly ten million. In fact, so rapidly did the money come in from all parts of the country that at the end of two weeks President Coolidge was forced to issue a second proclamation putting an end to the drive.

A great many letters came to America from Japan, showing the gratitude of the Japanese for this help. The following quotation from one of these letters shows how the people of the Japanese nation felt at this time: “I cannot let this opportunity pass without expressing the most heartfelt appreciation of the wonderful outpouring of sympathy and good will our present calamity has occasioned in the United States from all parts of the country and all classes of people. It is simply phenomenal. It has made an impression upon our minds as no other manifestation of sympathy from a foreign nation has ever done.”

When Mr. Woods, the American Ambassador, left

Japan to return to America, a dinner was given in his honor. At this dinner, Mr. Hata, one of the speakers, said, "The Japanese nation owes an eternal obligation to the United States. There is no way of ever repaying such help in the dire hour of need. However, to have the American people appreciate how much their sympathy has been engraved deep in the hearts of the nation, Japan should give up spending the stupendous amount of money she has been spending for national defense and devote it to the restoration of the devastated regions."

In reply Ambassador Woods said, "The Japanese people need not feel obligated to America for what she has done. It was extended because she knew that if the United States had suffered Japan would have done the same thing."

America has always answered, most generously, appeals of all kinds from other countries. Again and again our morning papers have told us of great need in some other part of the world, and before night our people have had plans well under way for sending relief. The children in our schools have always been eager to do their part to help those in need.

Citizenship and the Oath of Allegiance

Before admission to citizenship, every alien has to promise that he "will support and defend the Constitution and laws of the United States of America against all enemies, foreign and domestic, and bear true faith and allegiance to the same." Can we who are Americans by birth make a less solemn promise of loyalty, or be less careful to observe that promise at all times?

Notice the words "foreign" and "domestic" in the part of the citizenship oath quoted on page 239. Foreign enemies are not so apt to be dangerous to our



EVERY ONE OUGHT TO VOTE

The man standing at the left in the picture has just been performing his duty as a good citizen — he has cast his vote.

national safety as the domestic enemies. Domestic enemies are people living here who are not loyal to our government. They may have been born here or they may have come here from other countries. They enjoy the privileges of the country and accept its protection. Some of these enemies simply fail to do their part. They avoid paying taxes when they can. They take no interest in elections. They make no effort to be intelligent about what is going on in the community.

Others use the government for what they can get out of it. They are willing to sell their vote or exchange it for something that will be of profit to them. They are anxious to hold office if they can get something out of it for themselves. Still others talk against the government and work secretly to destroy it.

Loyalty does not mean that we cannot criticize things that we honestly believe to be wrong, or that we should not try to improve any part of our government. It means that no loyal American will secretly attempt to destroy or break down anything which has been established by the Constitution or the laws made under the Constitution. The true citizen will use only lawful ways of bringing about all desirable changes.

Sir Walter Scott's Idea of Loyalty

Breathes there a man with soul so dead,
 Who never to himself hath said,
 This is my own, my native land !
 Whose heart hath ne'er within him burned,
 As home his footsteps he hath turned
 From wandering on a foreign strand !
 If such there breathe, go mark him well ;
 For him no minstrel raptures swell ;
 High though his titles, proud his name,
 Boundless his wealth as wish can claim ;
 Despite those titles, power, and pelf,
 The wretch, concentred all in self,
 Living, shall forfeit fair renown,
 And, doubly dying, shall go down
 To the vile dust from whence he sprung,
 Unwept, unhonored, and unsung.

Things to Think About and Things to Do

1. Compare the "Code of a Good American" (pp. 272-278) with the "Scout Law"; and observe the many points in which they agree.
2. Why is it just as important to live for one's country as it is to die for it?
3. How can we best show our gratitude to the founders of our country?
4. Make a list of some of the ways in which boys and girls can prove their loyalty to the school and to the community.
5. When papers were exchanged for correction, one pupil failed to mark some of the errors on his friend's paper. He called it loyalty to his friend. What do you think about it?
6. Tell some of the ways that America has shown its loyalty to humanity.
7. Some one has said that trying to get others to break the law is treason. How would this be so?
8. How are persons disloyal who take no interest in the affairs of the country and perhaps refuse even to vote?
9. Make a list of prominent citizens in your town or city and write opposite each name what these men have done to show their loyalty to the community.
10. Why must a person understand the ideals of America before he can be a truly loyal citizen? How do your studies help?
11. Discuss some examples of loyalty in your school.
12. What are some of the danger points in school loyalty; that is, places where one is likely to fail?

CHAPTER XIX

CITIZENSHIP AND SERVICE

A Right Idea of Service

“WHY did you go back and stamp your feet on that broken section of the sidewalk?” said the lady, with a smile that always brings an answer from boys and girls. The lady was walking towards him and had been watching him. The little boy had stubbed his toe on a projecting bit of pavement, and then had walked back to stamp on it.

The lady expected the boy to tell her that he had stamped on the pavement because it had hurt his toe, — a foolish thing to do, of course. Imagine her surprise when the boy answered, “I went back to try to stamp it down so that it would not hurt some one else.”

Service Brings Satisfaction

Fred closed the door quickly, cleared the steps at a bound, and ran down the front walk, for he was hurrying to meet the other boys and have a game of ball before school opened that morning. Just as he reached the street, however, he noticed a broken bottle in the middle of the street. Bits of glass had been scattered about in a way that meant serious trouble for the tire of somebody's automobile. In fact he remembered that his father's machine had not yet left

the garage. He hesitated, but only for a moment. Then he quickly returned to the house, seized a brush and dustpan, and soon had the broken glass safely deposited in the ash can. He was a little late for the game, but he had the satisfaction of knowing that he had done some one a good turn.

Three Kinds of Service

There are many ways in which one can render service, but some one has suggested that all who work may be grouped as follows :

1. Those who have to be told what to do, and then watched while they do it.
2. Those who have to be told what to do, but do not need watching while they do it.
3. Those who can see what ought to be done and who do it without waiting to be told or needing to be watched.

To which group do you belong ?

A Life Devoted to Helping Others

What shall we name the baby, — our most precious Christmas gift ? This was the question that puzzled a large family of brothers and sisters on Christmas Day, in the year 1821. After much thought and consideration it was decided that she should be called Clarissa ; but the child was afterward to be known the world over as Clara Barton.

Clara's childhood differed in many respects from that of the ordinary girl, because her brothers and sisters were all so much older that they were her teachers rather than playmates. When only a small child she

could drive a nail as straight as any boy, and tie a knot that would hold. At five years of age she learned from her brother David to love and drive a horse. He did not dream that he was inspiring the confidence that afterward made it possible for her to take long, hard rides, often at night, in order to bring comfort and aid to the wounded and dying.

Even as a child she was always trying to do useful things. She helped weed the garden, drove home the cows, and had a share in the milking and in making butter. When older people expressed surprise because she spent so much of her time working rather than in playing games with children of her own age, she would say, "The only real fun is to do things."

When Clara was eleven years old, her brother David was hurt by a fall from the roof of a house on which he was working. Although he was not fatally injured, the accident proved so serious that he was unable to leave his room for two years. During that time, little Clara considered him her special patient. She gave up her work at school, and denied herself the companionship of her girl friends without a murmur. This accident to her brother suddenly changed her from a lively child to a tender and gentle nurse. She was the only member of the family who could persuade David to eat when he refused nourishment, who could calm him when he became nervous and irritable, and who could cheer and comfort him when he was impatient or depressed.

At first both Clara's mother and her friends urged her to share this care, but she courageously refused to leave the sick room. It was wonderful how she endured the



CLARA BARTON AIDING A WOUNDED SOLDIER

long strain with so little fatigue. She was never too tired to fan her brother, to bring him fresh water, or to encourage him with helpful words. She was happy, very happy, because she was helping her sick brother to bear pain and trouble. People said, "Clara is a born nurse." They did not know that this child of eleven was getting ready to do a great work in the world, nor that the time was coming when the name of Clara Barton would recall thoughts of loving care and tender nursing to the minds of thousands of suffering men.

Her first real public service as a nurse began when, at the outbreak of the Civil War, she heard that some of her former pupils had been attacked while passing through Baltimore. She was working in Washington at the Patent Office when she learned that these wounded soldiers were quartered in the Capitol. She quickly took her place with other volunteer nurses who had offered their services. She was soon caring for the wounded, feeding those who were hungry, and reading the home news to eager listeners.

Although it was against all tradition, to say nothing of army regulations, it was not long before Clara Barton had obtained permission to go to the front where she could give relief to the suffering soldiers at the time of their greatest need. She was now a strong woman, willing to brave any danger and go through any suffering if she could only be of some service to her countrymen.

As soon as the war was over her thoughts turned to those who were almost in despair because of loved ones who were reported by army officials as missing. No one seemed to know just what had happened to them. She helped President Lincoln answer the hundreds of letters that came to him almost daily begging for information. When funds failed she gave her money as well as her time to carry on this work.

When she was in Switzerland trying to regain her health, she learned much about the ideals and the work of the International Red Cross. On her return to the United States she worked hard to bring our country into line with the others in carrying on this great work. After years of effort, she finally succeeded in getting

this government to agree to the Geneva Treaty, and the National American Red Cross began its work with Clara Barton as its first president.

It was through Miss Barton's influence that the work of the Red Cross was enlarged so as to include relief for those suffering from fires, floods, earthquakes, and epidemics. She believed we needed organized effort in order to deal effectively with calamities occurring in times of peace just as much as we needed it to relieve the suffering soldiers in times of war.

"Our Lady of the Red Cross," as Clara Barton has been affectionately called, lived to be over ninety years old. Her early training made her very resourceful and gave her unusual ability to make plans and carry them out. While she was firm and determined whenever she had a task to accomplish, she was always courteous and considerate. She was loved and respected by all.

Preparing to Serve

Opportunities for service would have meant very little to Clara Barton if she had not prepared herself to meet and seize them as they came.

The Boy Scout's motto is, "Be Prepared to Serve," and as part of that preparation the scouts promise to keep themselves "physically strong, mentally awake, and morally straight." The part of our time spent in preparing for service may prove quite as important as the service itself, although it may not seem nearly so interesting or worth while.

Long nights of study before the open fireplace helped to prepare Abraham Lincoln for his service as President. Another President, Ulysses S. Grant, persevered in his



ENTRANCE TO MT. HOLYOKE COLLEGE

This college is an enduring monument to its founder, Mary Lyon.

determination to go through West Point; and when the country needed a great general he was ready.

Mary Lyon persisted in her efforts to get an education at a time when colleges and other higher institutions of learning were closed to women. The difficulties that she experienced when trying to get this education prepared her for great service to thousands of young women who have graduated from the college that she founded. She gladly devoted her life to providing training for women that would fit them to take an active part in the affairs of the country and help them give useful service to the state and to the nation.

Everyday Service

We are all inclined to let our minds dwell on the great service we intend to render in the future. Most of us are kept so busy working for ourselves that we have very little time to consider other people. The Boy

Scouts express the right idea about training citizens for service in their slogan, "Do a good turn daily." This is a good way to prepare for the great service we may hope to do at some future time.

"Strength through Service," the motto adopted



DOING A GOOD TURN FOR THE CITY

All the street signs in Chicago were washed and straightened during a campaign in which hundreds of Boy Scouts took part.

by a leading bank, may well be the ideal of boys and girls who want to do their part as good Americans. Just as physical exercise develops the muscles of the body and makes them firmer and stronger, so doing daily tasks the best we can prepares us for larger opportunities for service later on. Helping some playmate at school, caring for a helpless animal in distress, sharing our things with others who are less fortunate, are all acts of service that are just as necessary and



OLDER CHILDREN HELPING YOUNGER ONES TO CROSS THE STREET

quite as helpful in their way as the bigger things that grown-ups can do.

The boys and girls of one school called themselves the "Wasos Club." The word "Wasos," was made up of the first letters of their slogan, "We are serving our school." After searching a long time for a club motto, one of the boys found a paragraph on service which contained these words, "He Profits Most Who Serves Best." The class decided that this expressed the chief idea of their club so well that it ought to be made a part of their constitution.

These boys and girls were a great help to the school because they could always be depended upon for any service that was suggested by the principal or the teachers. They ushered visitors about the building, helped new pupils who came to the school, and were the leaders in the various campaigns for school improvement. They delivered the Thanksgiving baskets that brought good cheer to many a home. They provided the greens for Christmas decorations. They gathered and arranged the flowers for graduation. No service was too small and no task too great for the members of the "Wasos Club." Why not start such a club in your school?

Our Best Service Only a Small Return

When Sam was asked what service he had given to the school, he thought for a while and then replied, "When I try to think of what I have done for the school I find it seems very little; but if I were to tell you what the school has done for me I could tell you a great deal."

When Sam went away for a few weeks to help his uncle, his mother missed him because he always ran errands for her so willingly. He never forgot to keep the woodbox well filled, and he helped care for the younger children. The teacher missed him, too, in spite of the fact that he didn't think he did very much for the school. The people all along his paper route missed him because he was always willing to mail letters, to carry messages, or to do anything that would accommodate his customers.

All helping is serving; and the part that each one

of us can do will be missed if we fail. There are many things to be done at home, in school, and in the community. If we keep our eyes open we shall be sure to see them. John Wesley said,

“Do all the good you can,
By all the means you can,
In all the ways you can,
As long as ever you can.”

Helping His Neighbor

“This is the day of the picnic. Oh, how glad I am it’s not raining!” These were the first words David uttered as he jumped out of bed one fine Saturday in June.

He dressed as quickly as possible, whistling merrily in joyous anticipation of the day’s pleasure.

Two weeks ago his class had planned a picnic with the teacher’s help. During each school day that followed, some committee was appointed or plans were discussed, and the children could hardly wait for the appointed day to arrive.

“It’s a wonderful day for our picnic. Have you all the things ready for my lunch, or shall I go to the store for some of them?” David called to his mother when he was halfway down stairs.

David’s mother looked up and smiled as he entered the dining room, for his face was fairly beaming with happiness. He was so excited that he had little appetite for his breakfast. How could she tell him what must be told? Could she persuade him that his duty lay, not in attending the picnic, but in helping a neighbor?

As he rose from the table David repeated the question about the lunch, and his mother replied, "I think you will not need a lunch to-day, David. Your little friend Herbert is very ill this morning. The doctor says he must go to the hospital at once. His mother will have to go to arrange for the operation. Herbert must not be left alone, and he should have his medicine several times before his mother can return. She has asked if you would be willing to stay with him this morning."

David sat down suddenly. He felt as if he couldn't stand. All the light seemed to fade from his face. He just looked at his mother as if puzzled by her suggestion.

Give up going to the picnic? Was that what she was asking him to do? He had thought of nothing else for two weeks, and it had never occurred to him that anything could hinder his going. His mother was talking, but David did not seem to hear her. He was thinking of his great disappointment. Suddenly these words caught his attention, "Herbert hoped to go to the picnic, too, but he is so ill that he doesn't even know that this is the day. His mother would be so happy if he were only well enough to go."

David sat very still as he thought the matter all over. He was well and strong, while Herbert was too ill to stay alone. Would he be happy at the picnic if he refused to stay with his friend? Wasn't this his duty? He was a Boy Scout and understood very well what he ought to do; but it took him quite a time before he could make up his mind. Finally he said, "Yes, mother, I'll stay and give Herbert his medicine."

A fellow simply can't desert a friend in need; can he, mother?"

His mother stooped and kissed the boy's cheek, and replied, "There will probably be many more picnics you can attend; but you may never have another chance to do such a service for your neighbor as you are doing to-day."

Service Rewarded

An army officer was on his way to New Mexico to keep an important engagement. He was looking thoughtfully out of the car window when Bennie, the newsboy, approached from the other end of the car. Bennie was very popular with all who knew him, for he was courteous and obliging and was always looking out for others.

His keen eyes took in at a glance the uniform with its shining brass buttons; and when he reached the officer he squared his shoulders, saluted, and said, "Which one, officer?" The officer caught the look of eager interest on the boy's face and when he had paid for his paper he said, "Come back and have a little visit with me when you have finished with your papers."

It was not long before Bennie was back again, seated beside the officer, plying him with many questions. The officer had been in France and had taken part in some of the most important engagements. He was a good story teller. Although he seldom talked about the war, Bennie's interest and enthusiasm induced him to tell many interesting incidents.

In the middle of one of his stories a crash came,

and the passengers were thrown from their seats. The next thing Bennie knew he was lying on a little white cot in the hospital. On the cot next to his he recognized the quiet form of the army officer. In spite of his own pain, for Bennie found that he could not move one side of his body at all, he began to wonder how badly his friend was hurt.

"Will he know me when he wakes up?" he said to himself. "He's a great story teller. Being here won't be so bad after all if I can get him to tell me some more stories."

As Bennie was watching, the officer stirred and groaned. It was quite evident that he was in great pain. For days, he was conscious only a few moments at a time, and then his suffering was so great that he took no notice of his surroundings.

One night as Bennie was lying awake he thought he heard the officer speak. Listening attentively, he caught the words, "What's the use? Why not end it all?" Suddenly the officer tried to raise himself in bed but fell back with a groan. What was he going to do? His hand then moved slowly towards his dispatch box which was lying on the table between the two cots.

Now Bennie knew what was in that box because the officer had opened it to return some papers while they were talking together on the train. It was then he had seen the large army revolver. He now realized that something must be done at once. He wanted to help his friend, but what could he do? He could not move one side for it was paralyzed. "If I could only turn so that I could use my right arm," he said to himself. "I know that is strong for I could throw farther

than any of the boys on the home baseball team." He tried to move, but every effort made his whole body throb with pain until it seemed as if a million needle points were being stuck into his side.

The officer was getting nearer the box. His hand was almost upon it when Bennie, in spite of the pain it caused, made one great effort, freed his right arm, and swept the box far out of the officer's reach. Then he fell to the floor unconscious.

Some time later the doctor and nurse entered the room. As they lifted the newsboy and placed him on his cot, he opened his eyes and said, "Hello, Nurse."

"How did you ever get on the floor?" she exclaimed. The doctor added, "You must have made a supreme effort. Why, boy, do you know it, you are well! That effort was just what you needed to give you the use of your right side again." The doctor did not know about the dispatch box; but Bennie knew, and he realized that in serving another he had saved himself.

A President's Idea of Service

Warren G. Harding, one of our Presidents who was always interested in boys and girls, expressed the following idea of service in one of his addresses: "Performance is the greatest accomplishment in the world and Americans should understand that service has the greatest rewards. Our country is a wonderful land, with its unlimited possibilities, its diversified industries; and there is for each of us more to do than simply continue to live. We must study and work, not for ourselves alone but for others as well, having in mind the progress of our country, the prosperity and

happiness of all mankind. Service to self and country is doing something to elevate our fellows and make the world better for the part we have performed."

Being a good citizen requires much more than waving the flag and singing patriotic songs. If we love our country, shall we not be glad to serve it? Shall we not be willing to do whatever is required of us, whether it is carrying on the duties of an important



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PRESIDENT HARDING RECEIVING A GROUP OF BOY SCOUTS

public office, or simply obeying the laws and doing our part as ordinary citizens? Taking an intelligent interest in public affairs, paying taxes cheerfully, helping in the enforcement of the laws by doing one's part, voting wisely when the opportunity is offered, standing by those who are doing their duty in public office, — all these are ways in which every grown-up citizen can render service.

In this and in previous chapters many ways have

already been suggested in which boys and girls who hope to be the dependable citizens of the future can begin citizenship service in the home, in the school, and in the community.

Things to Think About and Things to Do

1. An electric light wire breaks and falls in the street near your home. What can you do about it?
2. If a person is neither paid nor praised for an act of service, does he have any reward?
3. How did Clara Barton prepare herself for the great service she was able to render to her country and to the world?
4. Suggest some citizenship slogans for your schoolroom.
5. How may a class club help in preparing junior citizens for service in the school and in the community?
6. Make a list of those who serve the public in your locality and suggest ways in which you can help. What are some of the qualifications such persons have to possess?
7. Suggest some of the ways you might help to make your school or your community more attractive.
8. Why is the planting of a window box, a garden, or a tree an act of good citizenship?
9. Has making the best use of the opportunities offered by the school anything to do with citizenship? Why?
10. Why is it necessary for all citizens to take an intelligent interest in public affairs?
11. Turn to the appendix, page 276, and read "The Law of Good Workmanship." How does this apply to citizenship?
12. Compile a "Service Above Self" book for your class in which you keep a record of individual service rendered, of class achievements, and clippings giving examples of service.
13. What are some of the difficulties that often prevent us from rendering service?

CHAPTER XX

BUILDERS AND MAKERS

“He looked for a city which hath foundations, whose builder and maker is God.”

What It Means to Be a Builder

“WELL, it looks as if some one were going to build a house here,” said Walter Reid as he approached the vacant lot not far from his home. “That will be the end of our baseball field,” he continued, “but we ought not to complain, for we have used the lot to play in ever since I can remember.”

Each day Walter stopped to see how the work was progressing. He asked such intelligent questions that the men gradually became interested in him and gave him much useful information. Walter soon learned that the work of building a house is more complicated than he had ever imagined.

As he watched the men from day to day, he often wondered why they studied the sheets of blue paper so closely. One day the foreman explained the meaning of a blue print. He told Walter that before a house is started a man known as the architect has to work out the plans in detail, and know just how the house is to look after it is completed. He must see all the possible difficulties and plan to meet them.

“He comes here every day,” explained the foreman, “to make sure that we are building the house according to the plans. He has also written pages of directions for us which we call specifications.”

Then Walter remembered that one day when he was watching the workmen, he had heard two men talking. One man had a large blue print in his hand. He was pointing to it and explaining lines on the sheet to the other man. “There must be no mistake made in the foundation,” he said. “This is to be a large, substantial house and care must be taken to build for durability. Unless every detail of this foundation plan is followed accurately, we shall have trouble later on.”

“A builder must have a good education,” the foreman continued. “That is necessary if he is going to be at all intelligent about his work. He must know all about the materials he uses, he must be able to read and follow directions, and he must know a great deal about mathematics.”

“I can see now that a builder is really a very important man in the community,” said Walter.

Builders Who Laid the Foundation

Walter made an important discovery when he found out how much depends upon a good builder and how important a part he takes in the growth and development of any community. The Americans who lived in the early days of our history were good builders, and that is why we have grown to be a great and prosperous nation.

It was Thomas Jefferson who declared, “We hold these truths to be self-evident : that all men are created

equal; that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness. That, to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed."

He had the ability to look ahead and see what was coming far beyond his day and generation. That is the reason he was able to write the Declaration of Independence and put into it the great principles which are as true to-day as they were one hundred and fifty years ago.

How about the men who helped to make the Constitution of the United States, — Washington, Madison, Hamilton, Franklin, and the others? Were they good builders? Let us see. They drew up such a successful plan of government that it has stood the test of a century and a half. No country in the world possesses a better guarantee of individual liberty and personal rights. Our Constitution still remains a safe and sure foundation for free government. It is one of the best plans that any group of people anywhere in the world have ever been able to think out.

The men who framed our Constitution were such good builders that they did not make it an arbitrary or unchangeable document. They arranged it so that it could be changed to meet new conditions as our country developed and the people found that they had new and different needs. They made it so very carefully, however, that it has not needed a great many changes in all the years that have passed since it was adopted.

A little later on in your school course, you will want to study this great document so that you will know all about it. Every loyal American should try to understand the Constitution. It guarantees protection for each one of us, and contains the plan that has provided freedom and opportunity for millions of citizens both native born and naturalized.

Lincoln as a Nation Builder

You will agree that it is quite as important to take care of what has been built as to construct something new. This was Abraham Lincoln's difficult task as President. Could he preserve the nation that had been slowly building for nearly three quarters of a



A WELL-BELOVED STATUE OF LINCOLN AT NEWARK, NEW JERSEY

century? This question was in the minds of many people when Lincoln became President in those troublesome days just before the Civil War.

In spite of his desire to abolish slavery, he stated on several occasions that he felt his great duty in the struggle between the North and the South was to preserve the Union. He believed that the oath, taken when he was inaugurated, was a sacred promise to "preserve, protect, and defend" our Constitution.

After an attack made upon him by a leading New York paper, Lincoln wrote to Horace Greeley, the editor, as follows: "I would save the Union. I would save it the shortest way under the Constitution. The sooner the National authority can be restored, the nearer the Union will be the Union as it was. . . . If I could save the Union without freeing any slaves, I would do it; and if I could save it by freeing all the slaves, I would do it; and if I could save it by freeing some and leaving others alone, I would also do that. What I do about slavery and the colored race, I do because I believe it helps to save the Union; and what I forbear, I forbear because I do not believe it would help to save the Union."

However, the fact that the Union was saved made it possible for the slaves to become free men and women. It is the existence of the Union which gives to every one of us, black or white, many great opportunities. Lincoln gave to the people of his time a new knowledge of what it meant to be an American. His splendid example should arouse within every one of us a new purpose to protect, defend, and preserve all that is best in our life as a nation.

Other Builders

In the city of Boston and its vicinity, there are many reminders of the great builders who helped to make America what it is to-day. In one of the busiest streets of the city, for example, paving stones are



FANEUIL HALL, BOSTON

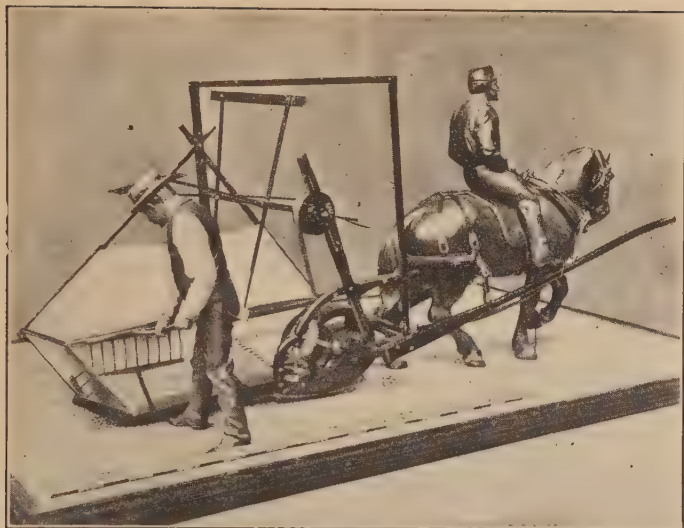
arranged to call attention to the fact that the first blood of the Revolution was shed on that spot. Near by is Faneuil Hall, spoken of as the "Cradle of Liberty" because so many of the courageous leaders of the early days met there and discussed plans for liberating the colonies. Visitors are still shown the Boston meeting

house, in the belfry of which were hung the lanterns that sent Paul Revere on his famous ride.

The Massachusetts statehouse, which is another name for the capitol, stands on a hill in the city of Boston. As one approaches it, one sees two figures carved in stone guarding the entrance. One is the statue of Daniel Webster, a great American statesman, and the other is a statue of Horace Mann, one of the leading educators of his time. Thus Massachusetts says to all who visit her capitol that she believes our statesmen and our educators are the guardians of the liberties of the people. From the early days to the present time these workers for the common welfare have continued to build faithfully and well. We owe them a debt which we can repay in part by our loyalty to the ideals which they have set up.

America has always been proud of its long list of inventors, the men who have thought out new ways of doing things. As soon as some one invents a new thing we are always glad to try it. We use more automobiles and have more electric lights and telephones, and enjoy more radio sets than any other nation in the world.

Because of the work of inventors we have our railroad and steamship lines, our great variety of industries, many comforts and luxuries, all of which have helped to make the United States one of the leading countries of the world. The progress of the past has been due largely to the patience and perseverance of inventors, and we must depend upon the efforts of such builders for a large part of our future development. These men have not been discouraged by the



MODEL OF MCCORMICK'S FIRST REAPER

obstacles which they have met, but have looked upon every difficulty as a problem to be solved.

Eli Whitney's cotton gin was the first of a long list of inventions that have made possible the great textile mills of the country. The McCormick reaper has been followed by the invention of many other machines for the farmers' use. Huge tractors, for example, now pull great steel plows and newly designed harrows. All this has revolutionized farming and made possible the great development of the West.

When Samuel F. B. Morse invented the telegraph, people were amazed and began to ask whether anything more wonderful could happen. Now, nearly every American home has its telephone, and radio sets are no longer a novelty.

Edna Dean Proctor pays a great tribute to the toil of inventors and other builders in the following poem :

Whether they delve in the buried coal, or plow the upland
soil,
Or man the seas, or measure the suns, hail to the men who
toil !
It was stress and strain in wood and cave, while the primal
ages ran,
That broadened the brow and built the brain, and made of
a brute a man.
Toil is the world's salvation, though stern may be its ways ;
Far from the lair it has led us — far from the gloom of the
cave —
Till lo, we are lords of Nature, instead of her crouching
slave !
And slowly it brings us nearer to the ultimate soul of things ;
We are weighing the atoms, and wedding the seas, and
cleaving the air with wings ;
And luring the subtle electric flame to set us free from the
clod.
Oh, toiling Brothers, the earth around, we are working
together with God !
With God, the infinite Toiler, who dwells with his humblest
ones,
And tints the dawn and the lily and flies with the flying
suns.*

Every Loyal Citizen A Builder

Besides statesmen, educators, and inventors there is a long list of scientists, authors, and philanthropists, all of whom have done their part. Each and every loyal citizen, no matter how humble, has contributed to the building of this great nation. Although no banners

* From *The Glory of Toil* by Edna Dean Proctor, Houghton Mifflin Company, Publishers.

have waved over these heroes of daily life and no trumpets have heralded their coming, all have taken an important part as nation builders. Slowly but surely, each has made his contribution by working for the happiness and welfare of all.

You will remember that the central symbol of the seal described in the first chapter is an unfinished pyramid. This is the way the founders of our government tried to tell us that each generation must build its part. We shall prove ourselves worthy of this opportunity if in building our part we make use of the foundation stones of citizenship discussed in the preceding chapters.

America First

Bishop Oldham of Albany, New York, urges us to continue the building of America in such a way as to make it the leading nation of the world. He says :

“ America First :

“ Not merely in matters material, but in things of the spirit.

“ Not merely in science, inventions, motors, and skyscrapers, but also in ideals, principles, character.

“ Not merely in the calm assertion of rights, but in the glad assumption of duties.

“ Not flaunting her strength as a giant, but bending in helpfulness over a sick and wounded world like a Good Samaritan.

“ Not in splendid isolation, but in courageous co-operation.

“ Not in pride, arrogance, and disdain of other races and peoples, but in sympathy, love, and understanding.

“Not in treading again the old, worn, bloody path way which ends inevitably in chaos and disaster, but in blazing a new trail along which, please God, other nations will follow, into the new Jerusalem where wars shall be no more.

“Some day some nation must take that path — unless we are to lapse once again into utter barbarism — and that honor I covet for my beloved America.

“And so, in that spirit and with these hopes, I say with all my heart and soul, ‘AMERICA FIRST.’”

A Message from the Flag

From the folds of the American Flag the Spirit of Liberty sends a message to each one of us.

Be	a	F irm air earless riendly aithful	Builder
----	---	--	---------

Be	a	L oyal iberal aw-abiding iberty-loving ight-giving	Builder
----	---	---	---------

Be	an	A ble lert ctive greeable ttentive	Builder
----	----	---	---------

Be	a	G ood entle enial enuine enerous	Builder
----	---	---	---------

An Important Question

We are all builders and makers. We should build wisely, for our materials are not the ordinary materials that in time are bound to crumble and decay. They are the things we think and dream and do.

The Spirit of Liberty asks, "What will you give to help in building a greater, stronger, and better America?" Will your answer be, "I will give myself; I will do all in my power to help complete the pyramid"?

Things to Think About and Things to Do

1. Watch the men at work on some building in your locality and see what you can learn about builders. Collect information for class discussion.

2. Why is a constitution important whether it is made for a class club, the state, or the nation?

3. In what way was Abraham Lincoln a nation builder?

4. Select one of the early builders who interests you and read all you can find about him.

5. Name some modern builders who have helped to build America and tell how each has helped.

6. Make a list of the traits of a good American which have been emphasized in this book.

APPENDIX

The Code of a Good American

In the National Morality Codes Competition held in 1916 for the best children's code of morals the prize of \$5000 was awarded to William J. Hutchins. The judges were: Professor George Trumbull Ladd, of Yale University; Justice Mahlon Pitney, of the Supreme Court of the United States; Mrs. Phillip North Moore, president of the National Council of Women.

All the states participated in the competition, which was under the Character Education Institution at Washington, D. C.

THE CODE

BY WILLIAM J. HUTCHINS
(Somewhat revised by others)

Boys and girls who are good Americans try to become strong and useful, worthy of their nation, that our country may become ever greater and better. Therefore they obey the laws of right living which the best Americans have always obeyed.

I. THE LAW OF SELF-CONTROL

Good Americans Control Themselves

Those who best control themselves can best serve their country.

1. I will control my tongue, and will not allow it to speak mean, vulgar, or profane words. I will think before I speak. I will tell the truth and nothing but the truth.

2. I will control my temper, and will not get angry when people or things displease me.

3. I will control my thoughts, and will not allow a foolish wish to spoil a wise purpose.

4. I will control my actions. I will be careful and thrifty, and insist on doing right.

II. THE LAW OF GOOD HEALTH

Good Americans Try to Gain and Keep Good Health

The welfare of our country depends upon those who are physically fit for their daily work. Therefore :

1. I will try to take such food, sleep, and exercise as will keep me always in good health.

2. I will keep my clothes, my body, and my mind clean.

3. I will avoid those habits which would harm me, and will make and never break those habits which will help me.

4. I will protect the health of others, and guard their safety as well as my own.

III. THE LAW OF KINDNESS

Good Americans Are Kind

In America those who are different must live in the same communities. We are of many different sorts, but we are one great people. Every unkindness hurts the common life, every kindness helps. Therefore :

1. I will be kind in all my thoughts. I will bear no spites or grudges. I will never despise anybody.

2. I will be kind in all my speech. I will never gossip nor will I speak unkindly of any one. Words may wound or heal.

3. I will be kind in my acts. I will not selfishly insist on having my own way. I will be polite: rude people are not good Americans. I will not make unnecessary trouble for those who work for me, nor forget to be grateful. I will be careful of other people's things. I will do my best to prevent cruelty, and will give help to those who are in need.

IV. THE LAW OF SPORTSMANSHIP

Good Americans Play Fair

Strong play increases and trains one's strength and courage. Sportsmanship helps one to be a gentleman, a lady. Therefore:

1. I will not cheat; I will keep the rules, but I will play the game hard, for the fun of the game, to win by strength and skill. If I should not play fair, the loser would lose the fun of the game, the winner would lose his self-respect, and the game itself would become a mean and often cruel business.

2. I will treat my opponents with courtesy.

3. If I play in a group game, I will play, not for my own glory, but for the success of my team.

4. I will be a good loser or a generous winner.

V. THE LAW OF SELF-RELIANCE

Good Americans Are Self-Reliant

Self-conceit is silly, but self-reliance is necessary to boys and girls who would be strong and useful.

1. I will gladly listen to the advice of older and wiser people; but I will develop independence and

wisdom to choose for myself, act for myself, according to what seems right and fair and wise.

2. I will not be afraid of being laughed at when I am right. I will not be afraid of doing right when the crowd does wrong.

3. When in danger, trouble, or pain, I will be brave.

VI. THE LAW OF DUTY

Good Americans Do Their Duty

The shirker and the willing idler live upon others, and burden fellow-citizens with work unfairly. They do not do their share for their country's good.

I will try to find out what my duty is, what I ought to do as a good American; and my duty I will do, whether it is easy or hard. What it is my duty to do I can do.

VII. THE LAW OF RELIABILITY

Good Americans Are Reliable

Our country grows great and good as her citizens are able more fully to trust each other. Therefore:

1. I will be honest in every act. I will not cheat, nor pretend, nor sneak.

2. I will not do wrong in the hope of not being found out.

3. I will not take without permission what does not belong to me.

4. I will do promptly what I have promised to do. If I have made a foolish promise, I will at once confess my mistake, and I will try to make good any harm which my mistake may have caused.

VIII. THE LAW OF TRUTH

Good Americans Are True

1. I will be slow to believe suspicions lest I do injustice; I will avoid hasty opinions lest I be mistaken as to facts.

2. I will stand by the truth regardless of my likes and dislikes, and scorn the temptation to lie for myself or friends: nor will I keep the truth from those who have a right to it.

3. I will hunt for proof, and be accurate as to what I see and hear.

IX. THE LAW OF GOOD WORKMANSHIP

Good Americans Try to Do the Right Thing in the Right Way

The welfare of our country depends upon those who have learned to do in the right way the work that makes civilization possible. Therefore:

1. I will get the best possible education, and learn all that I can as a preparation for the time when I am grown up and at my life work. I will invent and make things better if I can.

2. I will take real interest in work, and will not be satisfied to do slipshod, lazy, and merely passable work.

3. I will make the right thing in the right way to give it value and beauty, even when no one else sees or praises me. But when I have done my best, I will not envy those who have done better, or have received larger reward.

X. THE LAW OF TEAMWORK

*Good Americans Work in Friendly Coöperation with
Fellow Workers*

One alone could not build a city or a great railroad. One alone would find it hard to build a bridge. That I may have bread, people have sowed and reaped, people have made plows and threshers, have built mills and mined coal, made stoves and kept stores. As we learn better how to work together, the welfare of our country is advanced.

1. In whatever work I do with others, I will do my part and encourage others to do their part.
2. I will help to keep in order the things which we use in our work.
3. In all my work with others I will be cheerful. Cheerlessness depresses all the workers and injures all the work.
4. When I have received money for my work, I will be neither a miser nor a spendthrift. I will save or spend as one of the friendly workers of America.

XI. THE LAW OF LOYALTY

Good Americans Are Loyal

If our America is to become ever greater and better, her citizens must be loyal, devotedly faithful, in every relation of life.

1. I will be loyal to my family. In loyalty I will gladly obey my parents or those who are in their place. I will do my best to help each member of my family to strength and usefulness.
2. I will be loyal to my school. In loyalty I will

obey and help other pupils to obey those rules which further the good of all.

3. I will be loyal to my town, my state, my country. In loyalty I will respect and help others to respect their laws and their courts of justice.

4. I will be loyal to humanity. In loyalty I will do my best to help the friendly relations of our country with every other country, and to give to every one in every land the best possible chance.

If I try simply to be loyal to my family, I may be disloyal to my school. If I try simply to be loyal to my school, I may be disloyal to my town, my state, and my country. If I try simply to be loyal to my town, state, and country, I may be disloyal to humanity. I will try above all things else to be loyal to humanity; then I shall surely be loyal to my country, my state, and my town, to my school, and to my family.

Those who obey the law of loyalty obey all of the other ten laws of The Good American.

